Quadrennial School Review 2019

Purpose:

- To review the school's strategic performance
- To produce the school's Strategic Plan for 2020-2023
- To bring the school community together in this common purpose

Method:

- Usage of the 2015 Teaching and Learning Audit as a starting point for recommendation
- Usage of Regional and State priority documentation to shape strategic agenda
- Review of school practices and processes under dimensions outlined in ACER National School Improvement Tool
- Creation of teams to review school processes and report according to the ACER Recommendations

Data:

- School Performance Profiles and Headline Data
- Teaching and Learning Audit
- School Improvement Unit Documentation from 2016
- School Financial Audit
- System and Regional Targets
- School Improvement Plans from 2016-2018
- School Opinion Surveys from 2016-2018
- Staff Feedback Sessions
- Student Feedback Sessions
- Parent Forum Sessions
- School Council Report and review
- P and C input
- Meeting with Assistant Regional Director

Review Process (Incorporating Improvement Model Inquiry Cycle):

1. Steering Committee Formed – School Executive Leadership Team

2. Form review teams – from all aspects of school (aides, teachers, volunteers, support staff). Team leaders briefed on expectations by Executive *(Scan and Assess)*

3. Review teams to attend a briefing session to ensure consistency of review protocols

4. Review teams meet one afternoon after school as part of meeting schedule. Possibly collaboratively review data, or provide preliminary findings for review by the chair. Commence summary of commendations and recommendations for report.

5. Collaboratively review data as full Senior Leadership Team (*Prioritise*)

6. Collate commendations and recommendations to form draft review documentation *(Develop and Plan)*

7. Seek feedback on proposed review documentation and finalise

Post Quadrennial School Review:

8. Publish documentation for school community access

9. Amend Strategic Plan with QSR Data *(Act)*

10. Develop Strategic Plan for 2020-2023

11. Implement mechanisms for checking of progress and ensuring QA targets are met
12. Incorporate Strategic Plan Targets into Annual Implementation Plans for 2020-2023

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Key Areas for Scope (derived from the National School Improvement Tool):

1. An explicit improvement agenda

2. Analysis and discussion of data

3. A culture that promotes learning

4. Targeted use of school resources

5. An expert teaching team

6. Systematic curriculum delivery

7. Differentiated teaching and learning

8. Effective pedagogical practices

9. School-community partnerships

Timelines for Implementation:

1.	Steering Committee Formed	End January
2.	Form review teams – from all aspects of school	End January
	Team leaders briefed on expectations by Executive	Early February
3.	Review teams to attend a briefing session to ensure consistency of review protocols	Week 2 February
4.	Review teams meet one afternoon after school as part of meeting schedule.	Week 3/4 February
	Commence summary of commendations and recommendations for report.	End February
5.	Collaboratively review data as full Senior Leadership Team	Monday 18 March
6.	Collate commendations and recommendations to form draft review documentation	Friday 22 March
7.	Seek feedback on proposed review documentation and finalise	Friday 5 April

Post Quadrennial School Review:

8.	Publish documentation for school community access	Monday 22 April
9.	Amend Strategic Plan with QSR Data *(Act)*	
10.	Develop Strategic Plan for 2020-2023	End May

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Dimension: *An explicit improvement agenda*
Estimated Review Rating using NSIT: *High*

Evidence:

Reading

- ✓ NAPLAN data analysis to develop Dirty Dozen - published in weekly briefing (School Improvement Priorities 2019).
- ✓ PROBE and PAT-R testing to create diagnostic profiles (School Improvement Priorities 2019).
- ✓ Skills literacy groups for years 7 - 9 (School Improvement Priorities 2019).

Effective Teaching

- ✓ Twice yearly profiling sweep (School Improvement Priorities 2019).
- ✓ 95.3% of parents said that staff at this school are responsive to their enquiries (2018 School Opinion Survey).
- ✓ 100% of teaching staff feel confident in their knowledge of evidence-based teaching and learning practices (2018 School Opinion Survey).
- ✓ 85% of years 7-9 in BYOX program (School Improvement Priorities 2019).
- ✓ Class analyses completed by teaching staff and reviewed by line manager (School Improvement Priorities 2019).
- ✓ PDPs completed and reviewed by line manager (School Improvement Priorities 2019).
- ✓ Use of AITSL tool to identify strengths and areas for improvement (School Improvement Priorities 2019).

Attendance

- ✓ Current attendance rate as at March 1 2019 (OneSchool Data) 95.6% up from 87.7% for term 1 2018.

Learning

- ✓ % C or better has improved for English, Maths and Science since 2015 (2018 Interim Headline Report).
- ✓ 95.3% of parents feels that their child's learning needs are met at this school (2018 School Opinion Survey).
- ✓ 93.3% of students feel that they are getting a good education at this school (2018 School Opinion Survey).
- ✓ 100% of teaching staff feel confident engaging all of their students in learning at this school (2018 School Opinion Survey).
- ✓ 100% of teaching staff feel that students receive a good education at this school (2018 School Opinion Survey).

Commendations:

Reading

- ✓ Formation of Literacy STAR team (School Improvement Priorities 2019).
- ✓ *Read 4/10* program years 7 - 9 (School Improvement Priorities 2019).

Effective Teaching

- ✓ Appointment of HOD Effective Teaching (School Improvement Priorities 2019).
- ✓ Formation of Teacher Learning Communities to perfect two formative assessment techniques by end 2019 (School Improvement Priorities 2019).

Attendance

- ✓ Formation of Literacy PSC team to replace PBL (School Improvement Priorities 2019).

Learning

- ✓ Implementation of good standing agreements for compulsory age and post compulsory students.
- ✓ 100% QCE or QCIA (2018 Interim Headline Indicator Report).

Recommendations:

Reading

- ✓ Informal conversations with teaching staff suggest that the Dirty Dozen published in the weekly briefing are currently used more as 'teachable moments' rather than embedded in planning as per School Improvement Priorities 2019. For Dirty Dozen to be imbedded in planning, teaching staff would need a plan of the weekly focus at the beginning of the term with the weekly briefing serving more as a reminder of each week's topic.

Effective Teaching

- ✓ Decrease in percentage (87.5% in 2018 down from 94.6% in 2017) of staff who agree they have access to quality professional development (2018 School Opinion Survey). Not all staff are aware of how to apply for personally identified PD. This could be addressed during DPF meetings with HODs. When discussing the section about '*focus areas for development*', HODS could ensure that staff, particularly new teachers, are aware of the process of applying for personally identified PD and that funds have been allocated to cater for this need.

Attendance

- ✓ School Improvement Priorities 2018 states that a dedicated officer to improve student attendance would be engaged in January 2019 however there is uncertainty amongst staff of who this officer is. Is it Fiona Cronau or someone else? If it is Fiona, what has changed about what her role encompasses compared to 2018? Staff are unclear about this.

Learning

- ✓ % A or B has not improved for Maths or Science since 2015 (2018 Interim Headline Report).
- ✓ % NMS has not improved since 2016 (2018 Interim Headline Report).

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Dimension: *Analysis and discussion of data*
Estimated Review Rating using NSIT: *High*

Evidence:

- ✓ Teachers and school leaders are committed to using NAPLAN results, through data analysis and creation of action plans. With a goal of improving literacy results for all students, NAPLAN data has been analysed and discussed in whole school staff meetings, faculty meetings and line management meetings. The analysis of this data has informed targeted literacy programs in the junior years. This includes a weekly skills lesson. Staff, through the weekly briefing email strengthen understanding of concepts explicitly taught to students, identified through NAPLAN data analysis.
- ✓ At key points throughout the year teachers and school leaders use data analysis to provide quality learning outcomes for all students. Teachers use data (OneSchool Dashboard, Class Analysis data export) to identify and action differentiated teaching, informing their teaching and assessment plan. Teachers meet with line managers to identify key areas for improvement, and strategies to improve student outcomes. After formative feedback cycles and summative assessment, data is reviewed, and improvement plans revised in line management meetings.
- ✓ Student achievement and progress in areas including literacy and numeracy is identified through specific assessment tools in the strategic plan. Diagnostic testing including PAT-R (reading), PAT-M (mathematics), PROBE (comprehension) are used to inform teaching practices. Data is placed in a central and accessible location (OneSchool) for staff to access and analyse. Staff knowledge on this data is variable.
- ✓ Classroom profiling is a process used across the school, providing point in time observations of student and teacher behaviour data. Staff engage in whole school profiling sweeps in term 1 and 3, to capture point in time teacher and student behaviour data. This data is communicated to staff in staff meetings, and the opportunity for staff to identify key points for whole school improvement is provided.
- ✓ There is a strong focus on improving student behaviour data, and staff are provided many opportunities to analyse and discuss specific data with regards to behaviour. A positive school culture (PSC) team analyses behaviour data and then use this to inform focuses for staff, presented in staff meetings.
- ✓ There is evidence of staff and administration utilising data banks to inform pedagogical practices. Headline data is used to set goals for the year and presented to staff at staff meetings.
- ✓ School opinion surveys are analysed and utilised when forming strategic plans for the school. Staff acknowledge and are aware of how school opinion survey data is used to inform school improvement (SOS My school has taken action as a result of last year's school opinion survey - 97.8%, 97.1%).
- ✓ The school has developed and is implementing a plan for the systematic collection of a range of student outcome data. Heads of department are given the responsibility of analysing A-C junior outcomes, or QCE monitoring and OP data. This is then discussed in line meetings with staff throughout the year in order to improve individual and cohort success levels within the school.
- ✓ Attendance data is used to inform school-level interventions for students with less than 90% attendance. A dedicated attendance officer collates attendance data.

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Commendations:

- ✓ Data is used to promote a culture of self-evaluation and reflection. Profiling occurs in term 1 and 3, and the data is analysed and discussed with individual profilers and respective staff. They can then use this data to inform their own teaching/behaviour management improvement plans. Profiling data is also reviewed twice a year in staff meeting. Explicit behaviours for improvement are identified in these profile sweeps.
- ✓ The PBL team and staff have used behaviour data to inform teaching strategies. A data spike in period 4 data has been identified, and a strategic "read for 10" activity has been implemented in this lesson.
- ✓ When compared with like schools (SOS My school has taken action as a result of last year's school opinion survey- 80.4%), it is clear that Maryborough State High School staff are positively responding to how the school analyses and uses data to improve school outcomes (97.1%).
- ✓ The school's commitment to improving attendance data has resulted in increased participation. Staff acknowledge the role of the attendance officer, combined with staff and school actions and initiatives in this success.
- ✓ Attendance Data is celebrated with teachers, students and staff through staff meetings, parades, and through non-traditional communication means (Facebook).

Recommendations:

- ✓ The new positive school culture (PSC) as a replacement of positive behaviour for learning (PBL) agenda should be refined explicitly for staff. Staff should receive clarification about the strategic direction of this team, and how PSC focuses will be embedded into curriculum to improve student wellbeing and outcomes by analysing and discussing data.
- ✓ Clarification needs to be addressed to ensure all staff are aware how profile sweep data is analysed and discussed. Staff see their own data and how they 'fit' in to the whole school and are compared to like schools, yet their input into improvement strategies is not clear. A recommendation that staff/ASOT groups are given time to access and analyse data collaboratively may allow staff to clearly articulate why profile sweeps occur and how the data can be used for improvement.
- ✓ While staff can effectively use OneSchool to access student achievement data (NAPLAN) through class profiles and class data exports, professional learning with regards to how to interpret diagnostic testing (eg. PROBE, PATR, PATM) could help clarify why these are occurring and successfully encourage staff to use this diagnostic data to differentiate learning experiences for students.
- ✓ How behaviour data is collated, analysed and discussed with regards to improvement strategies could be more explicitly communicated to parents and students. At this stage, SOS data shows a disparity between how staff, parents and students see how behaviour is managed, despite a slight improvement in parent opinions. (SOS. Student behaviour is well managed at this school Staff- 100% Parents/Caregivers-81.4%, Students-70.9%) However, parent satisfaction with how the behaviour is managed at the school has seen a downward movement when compared with the 2016 Action Plan findings (most recent Quadrennial review).

Dimension: *A Culture That Promotes Learning*
Estimated Review Rating using NSIT: *High*

Evidence:

- ✓ 95.3% of parents surveyed said their child's learning needs are being met (2018 School Opinion Survey -SOS)
- ✓ Clean, well-maintained buildings with consistent refurbishments.
- ✓ School is well-maintained (SOS 2018)
- ✓ Contact records show respectful relationships between staff and parents, 'Meet and Greet' BBQ and Information nights, Parent/Teacher interviews, Consistent communication with parents through phone/email, P and C committee, School Facebook page and website, Principal Tours, Newsletter
- ✓ Student centred : YLC and HOY teams, ILP and Foundations classes, Honours Program, NPDL, classroom differentiation, REAL agenda, upholding of school rules, mantra of Consistent/Persistent/Insistent approach to rules across the school, ESCM, upline Managers of behaviour
- ✓ Establishment of the Positive School Culture Framework (formally PBL) : Weekly wellbeing lessons and assemblies, HOD – Student Inclusion, Peer Skills team, Jumpstart, YSC roles, School Chaplain, Urban Hub, Awards and recognition of positive behaviour (postcards, special lunches etc), Student Leadership program, Student Council, a whole school cyber safety strategy is in place.
- ✓ Provision of extra-curricula activities (Palma Awards): School Bands, Choir, School play, Dance Troupe, Boomerang bags (community), Eat/Sketch/Listen, RoboAcademy, Tech. Challenge
- ✓ Social and emotional learning is embedded across the general curriculum and within a whole school approach to Learning and Wellbeing
- ✓ A whole school approach is in place for all staff to understand how students cultural and socioeconomic backgrounds can influence learning
- ✓ The school has an explicit positive school ethos i.e. core values have been identified and are continually promoted: Staff Handbook; PSC; School Student Notices, Newsletters, Website and Facebook Updates
- ✓ Engagement with parents and support networks for supporting families to work on functional behaviour for identified 'at risk' behaviours (School Improvement Priorities 2019)

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Commendations:

- ✓ 94% of students surveyed said the school is well-maintained (2018 SOS)
- ✓ My teachers care about me 83.5% (2018 S.O.S - + 15.7% from 2107 SOS)
- ✓ Girls Academy, Indigenous Boys Group, PD on Crossing Cultures, Closing the Gap, Regular updates from Jan Sterling and Harriet Vea Vea (89% of staff feel confident in embedding ATSI perspectives in their teaching (2018 SOS))
- ✓ Wellbeing program implementation and employment of Carol Gollschewsky as MSHS Wellbeing Coach (for both students and staff) – Staff Wellbeing Framework

Recommendations:

- ✓ Ongoing development and refinement of Student Learning and Wellbeing Framework through feedback loops / review – parents, staff, students – feeding into PSC, YLC, Welfare committees and SLT
- ✓ Ongoing professional development opportunities for staff on whole school approaches to student learning and wellbeing
- ✓ Creating opportunities for further promotion of Schools Student Learning and Wellbeing Framework to school and local community
- ✓ Ongoing development of Staff Wellbeing Framework through feedback to PSC and SLT

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Dimension: Targeted use of resources
Estimated Review Rating using NSIT: Outstanding

Evidence:

- ✓ Posters around the school (respect, responsibility, results)
- ✓ Wellbeing lessons and resources
- ✓ Books in all classes for read 4/10
- ✓ Additional Teacher Aides for reading
- ✓ Skills lessons
- ✓ Specialist support teacher and pedagogy coach
- ✓ ASOT walk through and update on PFD
- ✓ Case managers allocated to wellbeing at risk students and teachers notified after referral that one will be allocated
- ✓ Class Data Analysis tool use
- ✓ Professional Learning Communities, group meetings and shared practice
- ✓ Profiling
- ✓ Bruce Sullivan Professional Development
- ✓ Evidence of digital practice mapping – Sent to HODS who are working with departments to complete
- ✓ The Urban Campus
- ✓ Jump Start Program
- ✓ Allocation of funding for attendance events and Officer
- ✓ Accounts spending demonstrating a high percentage of spending allocated to Goals identified in the school improvement priorities

Commendations:
- ✓ Developing a culture of high expectations for every student
- ✓ Building student belief in their own capacity
- ✓ The balanced reading model and integrating that across subject areas and year levels and Read 4/10 program
- ✓ School wide pedagogical framework
- ✓ Embedding ASoT and ESCM
- ✓ Developing Professional Framework with class analysis tool and AITSL tool
- ✓ Teaching and Learning Communities
- ✓ ICT on boarding 160 year 7 students
- ✓

- ✓ ICT's for teachers with both laptop and iPad
- ✓ Mapping digital practice
- ✓ Attendance tracking and improvement
  - ▪ Jumpstart
  - ▪ Urban Hub
  - ▪ Tracker in diary
  - ▪ On parade
  - ▪ Officer
  - ▪ Rewards and events
- ✓ Throughout the accounts list there are multiple entries demonstrating the targeted use of resources that directly link to the school improvement priorities document

Recommendations:

- ✓ Student welfare to be available every day and both breaks (student support closed second breaks and on Fridays)
- ✓ Departmental resources such dice, counters etc. in math Department, Globes for year 7 science and so on
- ✓ Explicit agenda and a comprehensive framework to focus on multiple and creative ways of enhancing parent participation and engagement
- ✓ More in-house training of new teachers with ASOT
- ✓ Continue formative assessment in pedagogy as a schoolwide framework
- ✓ Continue building staff capacity
- ✓ Implementation of diagnostic testing for numeracy similar to that for literacy
- ✓ Implementation of a numeracy program similar to that for literacy

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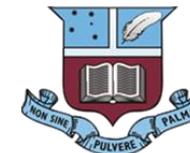
Dimension: An Expert Teaching Team
Estimated Review Rating using NSIT: High

Evidence:

- ✓ There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.
- ✓ There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching.
- ✓ Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.
- ✓ Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda. This was utilizing the AITSL tool to identify strengths and weaknesses which formed the basis of PDP for each teaching staff member
- ✓ There is evidence that school leaders are developing staff into expert teaching teams to improve student outcomes.
- ✓ The school has mentoring and coaching in place (profiling sweeps twice per year) as part of our improvement agenda
- ✓ Attention is paid to teacher's strengths and weaknesses and there are strategies in place to recruit staff with expertise in key areas of the school. A focus on formative assessment and reading 4/10 are our two current focuses in this area.
- ✓ The school provides opportunities for teachers to take on leadership roles outside of the classroom.
- ✓ Staff profiling has shown that compared to like schools staff at Maryborough SHS are performing above state averages in most of the ASoT areas.

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Commendations:

- ✓ A consistent adult being the go to person for each year level (HoY and YLC). These staff are the experts on what is going on in a cohort and are the go to people when any issues arise for each year level.
- ✓ This school expects teachers to be experts in their field of teaching and staff are eager to expand their repertoire of pedagogy to improve their current teaching practices.
- ✓ The school provides opportunities for teachers to take on leadership roles outside the classroom. Formation of teacher learning communities to increase teacher quality in pedagogy.
- ✓ Maryborough SHS has understood that if we are going to get the most learning out of our students. We must first ensure that each student has a level of welfare to encourage each student to do his or her best. This is varied greatly with what this looks like within our school. (listening to students, supplying books and pens to food and clothing whilst attending school)
- ✓ As a school, we have developed key staff in both HoY and YLC roles to better understand their roles and via Professional development given these staff the tools to complete their roles to a high standard.

Recommendations:

- ✓ Training more classroom profilers so a profiling sweep is more efficient and effective.
- ✓ Reading will continue to be a focus over the next 4 years. NAPLAN data shows that % NMS is within ranges in all areas except Reading which had shown a decline in student results.
- ✓ Literacy and numeracy will also be a focus going forward over the next 4 years. % U2B is well below in reading and numeracy.
- ✓ Attendance will remain a focus area, as without students in seats progress will be futile.
- ✓ A focus on students learning will improve our A and B data this will mean a focus on New Pedagogies for Deeper Learning (NPDL) will need to be rolled out over more classes. School data shows that % C or better results are high this is not reflected with our A and B data. Which is within the middle threshold or lower across English, Maths and Science

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Dimension: Systematic curriculum delivery
Estimated Review Rating using NSIT: High

Evidence:

- ✓ Shared vision
- ✓ Staff aware of improvement agenda
- ✓ Faculty meetings unpack curriculum
- ✓ Clear direction to unit planning
- ✓ Moderation of assessment & differentiated tasks
- ✓ School opinion survey states –
    - o Parents → 95% Learning needs are being met.
    - o Teachers → 100% confident in knowledge of evidence based Teaching & Learning practices

Commendations:
- ✓ VET / NRT program working well and highly compliant with requirements
- ✓ Literacy being actively addresses in a systemic and well managed manner
- ✓ Imbedding indigenous practices
- ✓ Inclusive Curriculum delivery
- ✓ Vertical alignment of curriculum

Recommendations:
- ✓ More focus on numeracy
- ✓ Cognitive verbs across all faculties as per new SATE rollout
- ✓ Surface learning → deep understanding as part of a renewed push in pedagogy development
- ✓ Pre-moderation of assessment → Plans to include Learning Goal & Success Criteria

Dimension: *Differentiated Teaching and Learning*
Estimated Review Rating using NSIT: *High*

Evidence:

Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate opportunities and necessary support

- ✓ Learning Foundation classes
- ✓ Intervention Literacy Program
- ✓ Literacy Intervention
- ✓ Personalised learning
- ✓ Information Communication Technology across all subject areas
- ✓ Individual Support Plans
- ✓ Curriculum planning
- ✓ HODS modified assessment levels and adjusted curriculum
- ✓ Planning processes
- ✓ Honours classes
- ✓ Gifted and Talented program
- ✓ Adjusted contexts for learning, still meeting aims of Australian Curriculum

Teachers work at understanding where students are in their learning – including their current knowledge, skills, learning difficulties and misunderstanding – to identify starting points for teaching.

- ✓ Contact with parents/carers
- ✓ Pre-testing
- ✓ PAT testing
- ✓ PROBE testing
- ✓ Class analysis
- ✓ Formative and summative assessment

- ✓ NAPLAN
- ✓ Student Support Centre Student Profiles to assist with planning
- ✓ Feedback/reflection
- ✓ Up-fronting assessment
- ✓ Formative assessment and diagnostic testing at the beginning of the year
- ✓ Transition program
- ✓ AIMS
- ✓ Specialist reports (O.T., P.T., S.L.P)

Teachers work to ensure that all students – including high-achieving students – are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels or readiness, interest, aspirations and motivations

- ✓ ASOT
- ✓ Academy programs – Robo academy, Coding, Soccer, hockey, rowing, music, G&T academy
- ✓ Honours classes
- ✓ STEM
- ✓ Girl's academy
- ✓ Boys to Men
- ✓ G & T Passion Projects
- ✓ New Pedagogies for Deeper Learning (NPDL)
- ✓ STEPS program – Urban Hub Campus
- ✓ LOTE/Humanities exemption, replaced by literacy program or Life skills

Commendations:
- ✓ The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. The school's commitment to welcoming all students of all abilities highlights our strong focus on delivering an inclusive education for the community of Maryborough. This is demonstrated through our planning and programming processes led by our school values.
- ✓ Planning shows how the different needs of students are addressed and how multiple opportunities to learn are provided. Reports to parents and carers include details of how learning opportunities have been tailored to individual needs and of the progress individuals have made.
- ✓ PD opportunities
- ✓ School improvement priorities

Recommendations:

- ✓ Whilst there is a school-wide expectation that assessment instruments to identify individual strengths and weaknesses are the starting points for teaching, this appears to be, at times, at the initiative of individual teachers. Some use is made of differentiated teaching but in most classes teachers teach the same curriculum to all students.
- ✓ Support the staff by providing additional training for differentiated learning (to be presented by SSC staff)
- ✓ Whole faculty responsibility with support from specialist staff
- ✓ Mindset shift – Every student succeeding at MSHS
- ✓ Bridge/closing the inclusion policy gap
- ✓ Differentiation to be considered in the planning/mapping stages of unit planning across all faculties
- ✓ Time allocation for SSC staff to work with mainstream staff on differentiation
- ✓ All teachers recording evidence of adjustments on One School
- ✓ Encourage and assist students to monitor their own learning and to set goals for future learning
- ✓ Appointment of a Literacy Coach and a Maths coach

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Dimension: *Effective Pedagogical Practices*
Estimated Review Rating using NSIT: *High*

Evidence:

- ✓ Teachers and school leaders are committed to identifying, understanding and implementing better teaching methods, with priority given to evidence-based teaching strategies. The Teaching and Learning Strategy document from 2018 highlights the school's participation in New Pedagogies for Deep Learning (NPDL) within the North Coast region, a commitment to embedding Dylan Wiliam's work around formative assessment and utilising the Art and Science of Teaching as the school's pedagogical framework. There is also evidence of a strong commitment to the embedding of Digital Pedagogy across the school, shown through the professional learning activities offered at the school and internal Digital Pedagogy audit documents.
- ✓ School leaders and teachers spend time working with staff to improve their teaching practices through the Formative Assessment Teacher Learning Communities (TLC) process and Classroom Profiling. This provides ongoing feedback on classroom teaching. The Formative Assessment staff presentation, Formative assessment groupings and Classroom Profiling Sweep data provide evidence of this feedback. School leaders and teachers are also involved in how NPDL projects are timed, implemented and reviewed at the school. This can be seen in the NPDL reflection document.
- ✓ There is a particular focus on improved teaching methods in reading, writing and science. This is demonstrated through the Skills lessons and the Literacy Handbook. Sheena Cameron's Reading Strategies and 7 Steps to Writing Success form the basis of the methods in these areas. 60.7% of students made positive gains in their reading scores, while 52.9% made positive gains in their writing scores in the 2018 NAPLAN results. Within the Science faculty, Cognitive Accelerated Thinking in Science Education (CASE) lessons are implemented to track how students have improved their thinking skills over the course of the year.
- ✓ Staff briefing notes are used to communicate information about effective pedagogical practices at the school, including Essential Skills for Classroom Management, the Art and Science of Teaching, Literacy teaching focus areas and strategies. Time is given at staff meetings, student free days and twilight sessions to focus on strategies which are school priorities (Formative Assessment) to build teachers' understandings of highly effective teaching strategies in these areas. Professional learning activities were on offer during 2018 to help build teachers' understanding of ICT use in the classroom. The School Opinion survey stated that 93.9% of staff felt that the school keeps them well informed about things that are important to their work and 81.6% said that there was good communication between all staff at the school.
- ✓ NPDL is utilised within Honours programs to connect new material to past learning and assist students to see the continuity in their learning over time. NPDL projects use the competencies of collaboration, creativity, critical thinking, citizenship, character, communication to establish a real world connection to student learning (e.g. Energy Poverty in Year 8 science).
- ✓ The Formative Assessment processes at the school demonstrate a commitment of all staff to identify, understand and implement better teaching methods, giving high priority to evidence-based teaching strategies. The TLC process provides opportunities for all teaching staff to engage in practices that provide timely feedback to students and inform ongoing teaching practice. The feedback from staff, observation notes and personal action plans reflect this commitment.

- ✓ Students are provided with regular and timely feedback on their work which make clear what actions individuals can take to further their learning progress. This is evidenced through the drafting and assessment policies found within faculty handbooks. These policies communicate clear timeframes for the turnaround of drafting and assessment feedback to students and show that timely feedback to guide student action is a key element of the school's push for improved teaching and learning. Data from the 2018 School Opinion Survey showed that 89.6% of student responses indicated that their teachers provide them with useful feedback about their school work.
- ✓ There is a strong focus in the Wellbeing program to build students' beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success. Growth Mindset is embedded throughout the program, providing students with facilitated opportunities to develop these skills and understandings.

Commendations:

- ✓ From feedback gathered from teachers, observation notes and personal action plans, it is clear that teachers are committed to identifying, understanding and implementing effective, evidence-based teaching practices. Teachers are using a wide variety of formative assessment strategies to engage students and gather an understanding of student comprehension of activities/concepts studied in the classroom. Feedback gathered from these strategies is used to inform practice and students readily engage with formative assessment practices in the classroom.
- ✓ Classroom Profiling sweep data has shown a steady improvement in the positive supportive strategies used by teachers in their classrooms. 'Top 5' strategies are used once every four minutes and positive supportive strategies are used once every six minutes. Disruptive student behaviours are also less frequent than in like schools, only occurring once every six minutes, as opposed to once every four in the 'like schools' data. This shows a strong commitment to implementing evidence-based teaching strategies to creating safe, supportive and engaging classroom environments. The impact of this is also reflected in the responses to the 2018 school opinion survey, with 85.8% of student responses indicating that their teacher motivate them to learn and 97.2% indicating that their teachers expect them to do their best, showing effective use of ESCMs across the school.
- ✓ NPDL practices in Honours classes have set high expectations for every student's progress and promoted deep learning over time. Data from the start of 2018 shows that all Year 7 students in the Honours program for English and Humanities received a result of C or higher. 58% of these were in the A range for both English and Humanities. A further 29% received a B for both English and Humanities. This shows the impact of the highly effective, research-based strategy utilised within this particular program.
- ✓ MSHS uses a wide range of digital technologies to enhance pedagogical practices. Staff are given adequate training for new technologies (including Class Note, OneDrive and Apple Classroom). These pedagogical practices are enhanced by the 1:1 BYOx program. Staff are more willing to engage in practices when students have the tools themselves.

Recommendations:
- ✓ Rollout the New Art and Science of Teaching (NASOT) across the school. This is an opportunity to reinforce the pedagogical framework of the school and demonstrate that school leaders are committed to continuous improvement in teaching practices throughout the school. It would also reinforce a clear and well-known position of all school leaders on the type of teaching that they wish to see occurring, while keeping up-to-date with the research in this area.
- ✓ Clear line of sight regarding NASOT in documentation: Whole school pedagogical framework down to unit planning documents. Links to Design Questions should be explicit (e.g. learning goals and success criteria identified on documents as being DQ1). This would reinforce a clear and well-known position across the school of the kind of teaching that should be occurring.

- ✓ Documentation within unit plans of the range of strategies that are likely to be used in a unit of work to demonstrate the range of evidence-based strategies that are given high-priority within the school. These should be clearly linked to the school's pedagogical framework to communicate clear expectations concerning the use of effective teaching strategies.
- ✓ Update the Teaching and Learning Strategy document to reflect current status of projects and create a strategic direction for the next 3-4 years. This would demonstrate a commitment to identifying, understanding and implementing effective teaching methods throughout the school.
- ✓ Continue to provide professional learning opportunities to staff around identified priority areas to provide further opportunities to understand and implement effective teaching strategies. Input from staff and school leaders would be invaluable in this process.
- ✓ Examine opportunities for the expansion of NPDL throughout the school to continue to promote deep learning for all students. The viability of a wider rollout would need to be assessed with regards to funding and resource allocation (particularly staffing). A trial to see the impact on students outside of the Honours program would be an ideal starting point.
- ✓ In order to improve opportunities for modelling effective teaching strategies, examine the recording of lesson segments using the technology available at the school (Swivl mounts). This could be developed into a resource bank for staff to view examples of ESCMs, formative assessment techniques and strategies for different ASOT elements across different teaching spaces. There would also be scope within this process to provide opportunities for school leaders to model effective teaching strategies to staff members.
- ✓ Develop a bank of formative assessment strategies that are deemed to be effective by teaching staff at the school. This would assist with the promotion of evidence-based teaching strategies, particularly those which check learning is occurring and provide regular, timely feedback to students on their learning. This could be enhanced through the use of recorded lesson segments to demonstrate effective teaching practice to teachers.
- ✓ Explore formal opportunities to evaluate the effectiveness of teaching and use these evaluations to make adjustments to practice. A strong focus on growth in student learning would provide information on what strategies are making an impact and which ones might need modification or need to be abandoned. This could be informed from a range of sources: staff feedback, achievement data over time, artefacts of implementation, NAPLAN and other diagnostic test results. Transparency around this process would assist with demonstrating a further commitment to identifying and understanding effective teaching practices.
- ✓ Train more Classroom Profilers to support the current team to continue working with teachers and provide feedback on teaching practice. The viability of upgrading a Classroom Profiler to be able to train staff would supplement the professional development opportunities at the school and allow for a higher percentage of staff to be trained in effective classroom management techniques.
- ✓ Implementation of a formal strategy to track student learning, providing timely feedback to students on their learning and make it clear what actions they can take to further their learning progress. Providing a strong link between learning goals, success criteria and formative assessment might also impact upon teacher clarity for students (School Opinion Survey 2018: My teachers clearly explain what is required in my school work – 79.2%).
- ✓ Explore a change of wording from 'Formative Assessment' to 'Formative Feedback' to increase teacher buy in – not so much of a challenge or 'another new thing' to fit into the lesson. This could remove some barriers to engagement for staff and highlight effective teaching practices they already use.
- ✓ Encourage school wide 'chunking' during lessons with definitive summation activities where formative assessment could take place. Profiling sweep data shows that around 40% of the time there is no summation at the end of an activity or lesson. This is an opportunity for staff to engage in formative assessment techniques with classes and track whether or not learning has occurred.

- ✓ Professional learning opportunities for all staff to assist uptake of ESCM strategies. While areas for improvement are highlighted and communicated to staff, further opportunities could be taken to focus on building teachers' understanding in this area. The profiling sweep data shows a large difference between the delivery of explicit expectations for curriculum and behaviour (curriculum expectations form part of instruction giving three times more than behaviour expectations). The data also shows a significant difference between explicit expectations of what, why and how (why consistently lower than the others.

Quadrennial School Review 2019

Dimension: School and Community Partnerships
Estimated Review Rating using NSIT: Outstanding

Evidence:

- ✓ Sponsorships of bikes by local business for the Maryborough Tech challenge. Ensuring our students have access to high quality equipment and opportunities to perform on a large stage. Resulting in development of teamwork between staff, parents and student groups as well as enabling the school to maintain a media presence through the running of the event.
- ✓ Parent teacher meet and greet afternoons in which parents are encouraged to liaise with staff in a social setting to develop a positive atmosphere to create learning opportunities and outcomes centred around the student.
- ✓ Accessing the popular culture environment through the Schools Fraser Pop program in which students are active in recruiting exhibitors, food retailers and running, promoting and supporting a 2 day event.
- ✓ Indigenous Boys groups and Girls Academy programs.
- ✓ International Student visitors and International study tours
- ✓ Links with USC. Via the developed links with the local University campus MSHS students have access to University courses via their completion of Certificate courses or other lines of study through their senior schooling that enable them to be to achieve a University entrance place with a reduction in pressure over one off pieces of assessment.
- ✓ RATEP
- ✓ STEPS
- ✓ QATSIF
- ✓ Brisbane ROAR Football Club
- ✓ Liverpool International Football Academy and Southern Cross University
- ✓ Queensland Reds
- ✓ Maryborough Hockey
- ✓ Work experience opportunities
- ✓ Onsite Certificate courses
- ✓ Fraser Coast Show- Entries for design and creative students.
- ✓ Alternative education programs via external providers through access to the HUB
- ✓ Certificate in business study- Fraser POP
- ✓ Instrumental Music- QLD Orchestra, Visiting performers and groups.
- ✓ Increased engagement by Indigenous students- Girls' Academy and Boys Group
- ✓ Increased awareness of expectations from wider community- Parent teacher meet and greets, Parent Teacher Interviews
- ✓ Attendance- IPad rewards and other reward days

- ✓ Programs for feeder schools enabling Primary school students to access materials, programs and infrastructure to further their study.
- ✓ Primary/ secondary transition days
- ✓ Senior school works very closely with USC to coordinate and ensure all students who are looking for an opportunity for further education have access to them. This has also meant that subject choices and selections align with University requirements and reduce the pressure on students to perform on one off situations. This also adds to student's wellbeing being placed at front of all decisions.
- ✓ Sporting Academy's work closely with specialist providers to ensure current coaching practices are used in session delivery.
- ✓ Fraser Pop has created ties with local business bodies enabling students to access potential career pathways
- ✓ Alternative learning Programs via the HUB with liaison between the HUB and MSHS staff.
- ✓ Active Facebook, newsletter, letterboxdrop and radio advertising to promote State Education

Commendations:

- ✓ The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes.

- ✓ There is a range of currently operating partnerships, each carefully planned and designed to enhance student outcomes (for example, to broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities for students, or facilitate successful transitions to work or further education or training).

- ✓ Each partnership has been established in response to an identified need. Considerable effort has been put into understanding students' needs, identifying appropriate partners to address those needs, planning the details of partnership programs and clarifying partner roles and responsibilities.

- ✓ Careful consideration has been given to the benefits of the partnership to each participating partner. Explicit processes are in place to ensure ongoing and effective communication – sometimes across networks of partners – and there are documented plans for monitoring and reviewing the effectiveness of each partnership.
- ✓ The school's partnerships are being successfully implemented and appear to be adequately resourced and sustainable. There is clear evidence that partnerships are having their intended impact.
- ✓ Improvement in attendance data
- ✓ Increase in Indigenous students completing Year 12.
- ✓ Increase in whole school population.
- ✓ Facebook posts and public comments, media presentations
- ✓ Parents accessing support programs through the HUB
- ✓ 60% of students accessing opportunities to fundraise for community organisations and groups.
- ✓ Students completing Year 12 with QCE's and obtaining University entrance if desired

Recommendations:

- ✓ Development of a school alumni association
- ✓ Further development of internal measures to ensure student buy in to co-curriculum processes
- ✓ More programs to allow parent buy-in into the school processes