Maryborough State High School

School review report

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Maryborough State High School** from **27** to **30 March 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. 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.
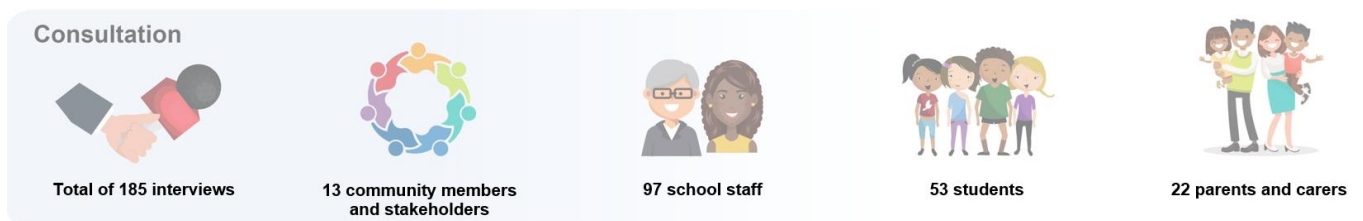
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

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)
Scott Curtis	Internal Reviewer, SRR
Ray Johnston	External Reviewer
Shelly Lewis	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 185 interviews   13 community members and stakeholders   97 school staff   53 students   22 parents and carers

1.4 School context

Indigenous land name:	Butchulla
	We acknowledge the shared lands of the Butchulla nation and the Butchulla people of the Butchulla language region.
Education region:	North Coast Region
Year levels:	Year 7 to Year 12
Enrolment:	1255
Indigenous enrolment percentage:	11.4%
Students with disability percentage:	16.9%
Index of Community Socio-Educational Advantage (ICSEA) value:	946

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **25** to **27 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 929 and the school enrolment was 880 with an Indigenous enrolment of 14.1% and a student with disability enrolment of 9.3%.

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

- Collaboratively analyse school performance data trends to identify a clear and precise Explicit Improvement Agenda (EIA) that clearly articulates desired, measurable improvements in key student outcomes, to which all members of staff are committed and share accountability. (Domain 1)

- Develop clear, agreed, school-wide teaching approaches for the teaching required to leverage improvement in the school's agreed improvement agenda, establishing processes to monitor their impact. (Domain 8)

- Provide continuing opportunities for leaders and teachers to deepen their knowledge of the Australian Curriculum (AC), particularly with regard to alignment of curriculum plans and assessment practices, and how to embed the general capabilities into student learning. (Domain 6)

- Build the capacity of teachers to use their knowledge of the AC and diagnostic or formative data, to empower students to identify their next steps for learning and own their individual progress. (Domain 7)

- Conduct a focused review of current attendance patterns and strategies across the school to deliver continuous improvement in attendance rates. (Domain 3)

2. Executive summary

2.1 Key affirmations

With a proud history dating back 142 years, the school's motto '*Non Sine Pulvere Palma*' translates to '*no prize without effort'*.

Staff members are committed to positively contributing to students' learning and development. Students are often reminded that 'success can only be achieved by strenuous effort'. The three key values of '*respect, responsibility and results'* underpin the school's vision of '*valuing, developing and empowering [all] students*'.

Through its ethos, policies and practices, the school strives to foster student wellbeing, as a key foundation for student learning.

A consistent emphasis is placed on supporting student wellbeing at an individual level. There is a strong commitment to maximising positive relationships between students, staff and parents. The 2022 School Opinion Survey (SOS) indicates that 94.5% of parents, 87.8% of students, and 93.7% of staff agree with the statement, 'This is a good school'.

The approach to sourcing and attracting staff is proactive, personalised and supportive.

Leaders acknowledge the importance of professional growth and learning. There is a strong sense of camaraderie and mutual support across the school. Staff members demonstrate a willingness to continually enhance their practice for the betterment of student wellbeing and academic progress. Leaders have a clear intent to support staff members to maximise their capabilities.

Students, parents and community members speak positively of the school.

The principal is committed to developing strong community partnerships to enhance student learning and wellbeing, and to provide clear future pathways for students. Strategic partnerships with businesses, industry, and community organisations provide access to resources, services and expertise for students.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively develop the school's clear vision and strategic direction, enhancing commitment by all staff to optimising educational outcomes, that builds an enduring culture of academic excellence.

Domain 5: An expert teaching team

Further enhance the instructional leadership capabilities of all members of the Senior Leadership Team (SLT) to drive a culture of academic excellence, with a particular focus on school-wide, systematic approaches to curriculum coordination, monitoring of student progress, supportive supervision and evaluation of pedagogy, and Quality Assurance (QA).

Domain 6: Systematic curriculum delivery

Establish mechanisms for the SLT to systematically monitor, quality assure, and align curriculum and assessment across all learning areas in Years 7 to 10, to support precision in successfully implementing the AC.

Domain 7: Differentiated teaching and learning

Systematically enact Individual Curriculum Plans (ICP) and the adjustment checklist to inform regular and ongoing differentiation and adjustment that supports students' access to the curriculum.

Domain 8: Effective pedagogical practices

Systematically enact a formalised approach to modelling, observation and feedback that provides teachers with regular opportunities to receive detailed feedback from leaders on their pedagogical approach aligned to the EIA.

Domain 3: A culture that promotes learning

Strengthen the monitoring of the academic progression of each student at all levels, to increase the focus on raising the attainment of students, particularly to 'A' and 'B' levels.

2.3 Improvement strategies summary

Domain 1: An explicit improvement agenda
Collaboratively develop the school's clear vision and strategic direction, enhancing commitment by all staff to optimising educational outcomes, that builds an enduring culture of academic excellence.
Establish leadership structures and practices that support Quality Assurance (QA), accountability, collaboration and professional challenge within the SLT to successfully drive the school's improvement agenda.
Refine the EIA, and communicate particular improvements being sought, measures to gauge progress, and each staff member's role in successfully enacting the EIA.

Domain 2: Analysis and discussion of data
Build a consistent approach and expectation for all faculties to ensure student achievement data informs unit planning and enables pedagogical, curriculum and assessment considerations.
Enact systematic approaches that enable teachers to access, analyse and respond to data to bring precision to the work of differentiation, inclusion and monitoring learning progression.
Review the data plan to support alignment to all aspects of the Data Literacy Framework to facilitate all teachers and leaders clearly understanding and applying the purpose and use of data.
Establish the disaggregation of data as a routine practice to inform more effective differentiation, the impact of programs and approaches, and to support academic excellence.

Domain 3: A culture that promotes learning
Strengthen the monitoring of the academic progression of each student at all levels, to increase the focus on raising the attainment of students, particularly to 'A' and 'B' levels.
Enhance the ability of all students to precisely describe their next steps for learning, to foster a culture of high expectations marked by strong student ownership of their academic progress.

Domain 4: Targeted use of school resources
Evaluate school-wide approaches to the utilisation of ICT with a view towards maximising staff capability, student engagement, and desired learning outcomes.

Domain 5: An expert teaching team
Further enhance the instructional leadership capabilities of all members of the Senior Leadership Team (SLT) to drive a culture of academic excellence, with a particular focus on school-wide, systematic approaches to curriculum coordination, monitoring of student progress, supportive supervision and evaluation of pedagogy, and Quality Assurance (QA).
Collaboratively refresh the school's approach to staff capability building, enabling a comprehensive, differentiated suite that aligns capability to the successful enactment of the EIA.
Collaboratively review the school's practices regarding early years teachers, incorporating feedback, contemporary research, best practice and leaders' perspectives, to develop a clear, strategic approach focused on support and capacity building in core aspects of curriculum and pedagogy.

Domain 6: Systematic curriculum delivery
Establish mechanisms for the SLT to systematically monitor, quality assure, and align curriculum and assessment across all learning areas in Years 7 to 10, to support precision in successfully implementing the AC.
Devise and communicate parameters for implementation of AC V9 to support a school-wide consistent approach to curriculum delivery, with a particular focus on documentation and assessment practices.
Establish consistent school-wide approaches to pre-moderation in Years 7 to 10, with specific attention on teachers engaging in authentic collaboration regarding alignment of curriculum, assessment and pedagogy, to deepen teacher understanding of what students need to know and do for each LOA.

Domain 7: Differentiated teaching and learning
Systematically enact ICP and the adjustment checklist to inform regular and ongoing differentiation and adjustment that supports students' access to the curriculum.
Further develop the understanding and capability of teachers to differentiate through explicit, focused and intensive teaching to support inclusion and maximise progression in learning.
Sharpen staff awareness and understanding of the Student Inclusion Handbook leading to a common and consistent understanding of inclusive education, and of the expectations and responsibilities at the teacher level.

Domain 8: Effective pedagogical practices
Systematically enact a formalised approach to modelling, observation and feedback that provides teachers with regular opportunities to receive detailed feedback from leaders on their pedagogical approach aligned to the EIA.
Review the school's pedagogical approach, and build shared understanding, consistency, and alignment to the P-12 CARF to support teachers to utilise appropriate pedagogical strategies that engage students and meet learners' needs.
Domain 9: School-community partnerships
Systematically review external partnerships to monitor and evaluate the impact on enhancing student learning and well-being outcomes.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

With a proud history dating back 142 years, the school's motto '*Non Sine Pulvere Palma'* translates to '*no prize without effort'*. Staff are committed to positively contributing to students' learning and development. Students are often reminded that 'success can only be achieved by strenuous effort'. The three key values of *'respect, responsibility and results'* underpin the school's vision of '*valuing, developing and empowering [all] students'*.

A detailed Strategic Plan (2020–2023) is organised around the domains of the National School Improvement Tool (NSIT). The Annual Implementation Plan (AIP) for 2023 is documented. The principal explains that goals of the AIP are based on wording taken from the NSIT, and that strategies are fine-tuned and highlighted in Faculty Implementation Plans (FIP) together with Level of Achievement (LOA) and other improvement targets. Teachers are yet to readily reference these targets.

Staff reference a range of initiatives and programs as being the school's Explicit Improvement Agenda (EIA). These include attendance, wellbeing, curriculum alignment, reading, inclusion, and effective teaching and learning. Many teachers identify a need for further clarity the specific improvements being sought, the measures of success, and the expectations of them to successfully enact the EIA.

The Executive Leadership Team (ELT) comprises the principal, five deputy principals and Business Manager (BM). It is supported by the Senior Leadership Team (SLT) comprising 13 Heads of Department (HOD) and guidance officers. A statement of roles and responsibilities for leaders has been documented.

The SLT participates in professional reading as a group, discussing key chapters from a range of texts on leadership. Some informal exchanges of practice occur between leaders, especially when leaders meet in particular teams, such as Triads. Conversations reveal that deliberate, scheduled sharing of practice across the SLT is yet be systematic or strategic in nature. Some leaders acknowledge a need to strengthen instructional leadership capabilities of both individual leaders and the leadership team itself. The SLT is yet to develop signature leadership practices such as team protocols, accountability mechanisms, and intentional collaboration.

The principal articulates that the review process will inform the Quadrennial School Review (QSR) leading to the creation of the Strategic Plan (2024–2027). Executive leaders acknowledge that the focus should be on building a culture of academic excellence to complement the culture of care and wellbeing already apparent within the school. They are cognisant that staff members are key drivers to collaboratively design and enact the school's direction for the next four years express a commitment to fostering their involvement.

Improvement strategies

Collaboratively develop the school's clear vision and strategic direction, enhancing commitment by all staff to optimising educational outcomes, that builds an enduring culture of academic excellence.

Establish leadership structures and practices that support Quality Assurance (QA), accountability, collaboration and professional challenge within the SLT to successfully drive the school's improvement agenda.

Refine the EIA, and communicate particular improvements being sought, measures to gauge progress, and each staff member's role in successfully enacting the EIA.

3.2 Analysis and discussion of data

Findings

Leaders and a number of teachers identify key opportunities that facilitate the deliberate discussion and analysis of whole-school student data, subject-specific data, and individual student data. Opportunities to engage and respond to data sometimes occur through planned episodes with an intended focus.

A data plan is documented, and identifies the range of data collected across the school. The Department's Data Literacy Framework is reflected in this plan in the outline of data activities that take place through purpose and use, responsibility, frequency and time allocation. Variability of understanding and engagement with the data plan is apparent.

Leaders enact approaches that support teachers to use data as a measure to bring precision to their work. Some teachers refer to the principal's 'think tank' approach to sharing longitudinal English LOA data trends, with school-wide responses to this data.

A number of teachers describe how they use student LOA summative data individually for a range of reasons. They indicate that this data may be used to build a class profile. Some teachers identify they use data to compare current learning to previous learning. A number of teachers access data as they become aware of plateauing student progression. Conversations with teachers reveal varying levels of confidence to analyse data, including performance over time. Many teachers are yet to identify how they routinely use data to inform curriculum planning, or as the starting point for improvement, differentiation and intervention at a class level.

Some teachers identify that data is at the forefront of student identification processes through Teacher Learning Communities (TLC). Overwhelmingly, teachers share that TLC discussions are valuable, and centred on strategy identification and enactment. Some teachers identify that TLCs are an emerging opportunity to develop data literacy that enables understanding of data, setting targets and strategies for students, and monitoring impact through data. Leaders identify capability support for staff to use data as a measure to bring precision to the work.

Some teachers and middle leaders highlight how their faculty data walls enable them to analyse year level data across their learning area. The identification of priority groups is facilitated through these walls. Some teachers and leaders indicate that LOA data on faculty data walls enables review of unit planning to continually enhance curriculum delivery and assessment task access for upcoming units. Middle leaders share that a feature of discussions is identifying students who are yet to reach their full potential, and how curriculum may be enhanced to support uplifted engagement or educational achievement. This is yet to be described as a consistently enacted process across all faculties.

Teacher understanding of the targets identified in FIPs is varied, dependent on the faculty they work within. A number of teachers are yet to identify how they are supporting the realisation of targets through teaching sequences and knowing, understanding and responding to data.

There is growing recognition by some teachers and leaders that Nationally Consistent Collection of Data on School Students with Disability (NCCD) data must be confirmed by detailed records of adjustments made to support students' access to learning. Some classroom teachers are aware of NCCD data aligned to their class profile. Many teachers and leaders are yet to identify an awareness and analysis of student data disaggregation for students within their classes or cohorts.

Some teachers share how data is utilised to inform interventions. Data sourced through PROBE, LOA, spelling and comprehension is a key determiner of support delivered through the Intervention Literacy Program (ILP) approach. These staff share how this data informs entry and exit to this

program and the measuring of success and impact upon literacy learning. Several teachers outline how this data enabled early identification for students who have proceeded to realise high levels of educational achievement throughout senior schooling. Key staff are analysing National Assessment Program – Literacy and Numeracy (NAPLAN) and LOA data to further enhance intervention approaches for students who are ineligible to access ILP or foundation classes.

Leaders identify the importance of monitoring students' behaviour and wellbeing data. Structures enable Triads to respond accordingly to behaviours as they arise. Buddy class referrals, behaviour incident reports, and profiling data is regularly monitored. The Queensland Engagement and Wellbeing (QEW) survey influences the establishment of programs or approaches to target student needs, as identified through these data sets.

Improvement strategies

Build a consistent approach and expectation for all faculties to ensure student achievement data informs unit planning and enables pedagogical, curriculum and assessment considerations.

Enact systematic approaches that enable teachers to access, analyse and respond to data to bring precision to the work of differentiation, inclusion and monitoring learning progression.

Review the data plan to support alignment to all aspects of the Data Literacy Framework to facilitate all teachers and leaders clearly understanding and applying the purpose and use of data.

Establish the disaggregation of data as a routine practice to inform more effective differentiation, the impact of programs and approaches, and to support academic excellence.

3.3 A culture that promotes learning

Findings

Through its ethos, policies and practices, the school strives to foster student wellbeing as a key foundation for student learning. A consistent emphasis is placed on supporting student wellbeing at an individual level. There is a strong commitment to maximising positive relationships between students, staff and parents. The 2022 School Opinion Survey (SOS) indicates that 94.5% of parents, 87.8% of students, and 93.7% of staff agree with the statement, 'This is a good school'.

A calm and orderly learning environment is apparent, with most staff attesting to the clarity of behaviour management systems, the availability of key personnel to support students at risk, and the enactment of strategies such as buddy systems and Essential Skills for Classroom Management (ESCM). The 2022 SOS indicates that 86.4% of parents, 74.4% of students, and 89.2% of staff agree with the statement, 'Student behaviour is well managed at this/my school'.

There is a strong focus on monitoring student attendance, and executive leaders identify the importance of improving attendance rates. The School Online Reporting Dashboard (SORD) indicates the attendance rate for all students in 2022 was 81.2%, with 48.3% of students attending less than 85% of school days.

Each year level is led by a Triad – a long-standing system in the school. Each Triad consists of the deputy principal responsible for that year level, a HOD in the role of Head of Year (HOY) and a Year Level Mentor (YLM). Teachers know which member of the triad they are to refer students to. Each Triad works effectively as a team, meeting regularly to make data-informed decisions that address the needs of students whose attendance, behaviour or academic progress requires more individualised support. Junior and senior wellbeing committees each meet once a fortnight to monitor student welfare concerns and assign case managers. A student support team is highly valued by staff.

SORD data indicates the school attendance rate for Indigenous students in 2022 was 71.3%, with 69.6% of students attending less than 85% of school days. A Local Community Education Body (LCEB) provides support for First Nations students across a number of Wide Bay schools. LCEB funding has enabled the employment of two additional Community Education Counsellors (CEC) at the school, taking the number of CECs to three. CECs respond to data and to referrals made by staff. They currently have a particular focus on attendance. CECs also drive a bus to collect students whose attendance is problematic. As their team settles, they acknowledge a need to expand their work to academic support. Some staff and students express a desire for greater emphasis to be placed on signage or other measures to create a more culturally safe and welcoming environment for First Nations students and families.

Data regarding behaviour and academic progress is also monitored by various teams. Conversations reveal a stronger focus on wellbeing and engagement compared to academic progress, particularly at 'A' and 'B' LOAs. With regards to LOA data, SORD indicates 74.3% of students gained 'C' or higher for English in Semester 2, 2022 and 80% in mathematics.

Some students set goals, typically at their own behest. Most students are yet to clearly articulate their next steps for learning, or describe with precision how they may raise their LOA. A systematic approach to student goal-setting is yet to be apparent. An Expectations of Teaching, Learning, Curriculum and Assessment document has been recently produced for teachers. Clarity for students regarding high expectations for learning is yet to be apparent. A culture of inquiry and independent learning, with stretch and challenge for each student, is yet to be established.

Interactions amongst staff, between staff and students, and with parents are reflective of the school value of *'respect'*. Many students describe experiencing the school as welcoming. They convey confidence in the mechanisms established to respond to bullying. In particular, they confirm that the Stymie platform, made available as a discreet way to report alleged bullying, induces quick responses from leaders to address concerns.

A large student representative body not only assists with school events and school representation, it is also active in providing activities to engage students. Representatives attest to the principal consulting them to inform school decision-making. Frequent surveys are also used to access student voice.

The 2022 SOS shows that 80.8% of staff agree with the statement, 'I feel that staff morale is positive at this school'. Teachers express appreciation for the school and their place within it. Some teachers convey concerns regarding small expectations placed upon them, which they support in intent, that nevertheless add to the number of administrative tasks they need to perform.

A distinctive feature of the school is its historical buildings and immaculately kept grounds. There is a clear focus on, and obvious pride in, presenting an attractive physical environment for students and staff.

Improvement strategies

Strengthen the monitoring of the academic progression of each student at all levels, to increase the focus on raising the attainment of students, particularly to 'A' and 'B' levels.

Enhance the ability of all students to precisely describe their next steps for learning, to foster a culture of high expectations marked by strong student ownership of their academic progress.

3.4 Targeted use of school resources

Findings

Leaders and staff identify the importance of meeting the learning and wellbeing needs of all students. Human resources, funding and expertise are prioritised towards the school's improvement priorities.

The BM describes a clearly defined budget process to allocate financial resources to school programs, operations, activities, and initiatives. Decisions regarding the allocation of financial resources are made based on the resourcing needs of the AIP and FIPs. Cost centre managers are responsible for their respective budget that is monitored and periodically reviewed through the line management process. HODs convey satisfaction with their budget allocations and considerations of their requests.

Leaders have adopted a long-term, strategic approach to renewing and enhancing the physical environment and available facilities. Many buildings located either side of Kent Street – a major thoroughfare to the town's central business district, are heritage listed. The BM articulates that this complicates actions to modernise and refurbish classrooms and amenities blocks. Staff are appreciative of major projects completed in recent times, including the Enrichment Precinct and the Murdoch Darling Centre. Some comment that these new facilities highlight disparities with older buildings such as Z block and D block.

A significant emphasis is placed on Information and Communication Technology (ICT), with teachers describing a range of platforms including SharePoint and Compass. Many leaders and teachers articulate a view that digital technology is a valuable way to engage students, and recognise the importance of promoting digital literacies. Leaders describe high participation in the Bring Your Own Device (BYOD) program. Some students comment that they do not regularly bring their devices to school as they do not make use of them in classes. Some teachers comment they do not make regular use of iPads and other devices as they may be a distraction in the classroom. Some teachers identify digital pedagogies as an area for further capability development.

The school enjoys the support of an active Parents and Citizens' Association (P&C). The key enterprise of the P&C is the tuckshop, with staff members and students highly appreciative of the service provided.

The extensive grounds are neat and well presented, with ancillary staff members taking pride in their work environment.

Improvement strategy

Evaluate school-wide approaches to the utilisation of ICT with a view towards maximising staff capability, student engagement, and desired learning outcomes.

3.5 An expert teaching team

Findings

Leaders acknowledge the importance of professional growth and learning. There is a strong sense of camaraderie and mutual support across the school. Staff demonstrate a willingness to continually enhance their practice for the betterment of student wellbeing and academic progress. Leaders have a clear intent to support staff members to maximise their capabilities.

The school's approach to sourcing and attracting staff is proactive, personalised and supportive. Induction sessions for teachers new to the school are scheduled during staff development days at the start of the school year. A supplementary orientation video provides 'big picture' information. Teachers are followed up via survey and face-to-face later in the term to ascertain the quality of induction and what they still require. Some teachers who did not commence at the start of a school year describe their induction as less comprehensive.

Early career teachers are provided with a mentor teacher, with this system yet to fully commence this year due to a lag time in training mentors. The intention for 2023 is that, twice a term, each beginning teacher will observe their mentor in the classroom, be observed in turn by their mentor, and then participate in Classroom Profiling. Many early career teachers appreciate the informal support they also receive from their colleagues, curriculum HODs, the HOD – junior secondary, and the ELT. Sessions have also been held so that beginning teachers may discuss their concerns, enabling them to receive support and encouragement as appropriate. Some express a desire for further support in curriculum, pedagogy and inclusion. Beyond mentors, the practice of early years teachers experiencing modelling by, or receiving feedback from, leaders is limited. Discussions have commenced regarding a more strategic and comprehensive approach to capability building for early years teachers.

Teachers describe a number of learning opportunities available to them. Many teachers attest to encouragement and support received to attend external Professional Development (PD). Some teachers reference networks in which they participate. A number of teachers articulate the benefits they have gained from Developing Performance Framework (DPF) discussions held with their line manager. Some non-teaching staff also express appreciation for opportunities provided to them to build their capability. Most participate in DPF processes.

Groups of approximately 10 teachers meet twice a term to collaborate in TLCs. TLCs are a long-standing practice and continue to evolve. In 2023, TLCs are assigned a year level, with members choosing a marker student, generally from a list formulated by the relevant Triad. Marker students are typically students who are 'at risk' academically, for example failing to pass a subject. Teachers discuss marker students with the group, suggesting and swapping ideas about classroom strategies that may assist not only the marker student, but students more generally. Teachers are appreciative of this collaborative process.

Leaders acknowledge that, once the next strategic plan is developed, a new, strategic approach to build capability for all staff, including leaders, teachers and other staff members, should be a key accompaniment. The principal acknowledges a need to develop instructional leadership capabilities of all members of the SLT to support successful enactment of the improvement priorities. Particular foci are identified as: measures of impact, strengthened feedback processes, and systematic approaches to line of sight and quality assuring the school's improvement agenda.

Twenty-two teachers have been trained as ESCM Classroom Profilers, including two trainers. Profiling is offered to all teachers on a voluntary basis, with a high participation rate. Teachers appreciate the feedback that they have received through the profiling process with regards to classroom management and engagement.

Further enhance the instructional leadership capabilities of all members of the SLT to drive a culture of academic excellence, with a particular focus on school-wide, systematic approaches to curriculum coordination, monitoring of student progress, supportive supervision and evaluation of pedagogy, and QA.

Collaboratively refresh the school's approach to staff capability building, enabling a comprehensive, differentiated suite that aligns capability to the successful enactment of the EIA.

Collaboratively review the school's practices regarding early years teachers, incorporating feedback, contemporary research, best practice and leaders' perspectives, to develop a clear, strategic approach focused on support and capacity building in core aspects of curriculum and pedagogy.

3.6 Systematic curriculum delivery

Findings

Staff take pride in describing the school's extensive extracurricular program, with the principal commenting that the school offers 'something for everyone'. Students describe opportunities afforded them in the Arts, sports, leadership, and community service. Leaders acknowledge the importance of a systematic approach to curriculum delivery.

Staff members describe efforts made to implement the Australian Curriculum (AC). Year and band plans are documented, with most referencing aspects of achievement standards to be assessed. Unit plans are published with varying levels of detail apparent across subject areas. Significant use of Curriculum into the Classroom (C2C) materials is apparent in some faculties. In others, C2C resources are no longer the basis for curriculum delivery, with alternative units plans, teaching sequences, and assessment items developed.

A variety of approaches to curriculum alignment are currently adopted. Some HODs utilise rigorous processes to ensure close alignment to the achievement standards of the AC. Several HODs have accessed regional and Queensland Curriculum and Assessment Authority (QCAA) expertise. Others are modifying C2C assessment items, with associated backward mapping to the AC achievement standards yet to occur. A school-wide approach to alignment is yet to be developed. Shared understanding of the need to quality assure the reliability and validity of assessment items is yet to be apparent. Some leaders identify a need to develop QA mechanisms to ensure alignment of the intended and enacted curriculum, particularly with the imminent introduction of the AC Version 9 (AC V9).

A number of platforms are used for storage of curriculum documentation, including SharePoint and the school's hard drive. In some instances, marking guides and exemplars are also uploaded here. Assessment items are sometimes stored on 'Kracken' (for junior secondary), and 'The Vault' (senior secondary).

Implementation of AC V9 is already occurring in one learning area. In some other learning areas, planning is well underway in readiness for implementation in 2024 with unit plans and assessment items currently being developed. In one instance, a 'rubric' has been developed as part of a cluster-based approach to AC V9. Other HODs have commenced familiarising themselves with the AC V9, with several articulating an intention to modify C2C resources. School-wide expectations to support a consistent approach to implementing the AC V9 are yet to be apparent.

The principal indicates that the Year 10 curriculum is designed to 'prepare all students for a smooth transition into Years 11 and 12'. Leaders comment that students have the opportunity to choose from a range of subjects which allow them to further enhance their knowledge and skills in disciplines they have previously studied and in which they have an interest. They further explain that assessment practices are drawn from senior secondary, with Instrument-Specific Marking Guides (ISMG) mentioned by some.

Leaders identify the importance of moderation, with Before After After End being the school's preferred process. Cross-marking is used in most learning areas, with many teachers emphasising the importance of calibrating results and confirming judgements. Conversations with teachers reveal wide variations in understanding all junctures of moderation. Some identify a need for a stronger focus on pre-moderation activities, particularly curriculum intentions, alignment of assessment, and discussion of pedagogy.

Reporting processes are aligned with the curriculum and provide parents and caregivers with information about their child's progress over time. These are complemented by formal parent-teacher interviews during the year.

Students speak positively of the range of subjects and courses offered in Years 11 and 12. This includes 23 QCAA general subjects and 15 applied subjects. Students also describe opportunities to study to gain Nationally Recognised Training (NRT) qualifications, with the school being a Registered Training Organisation (RTO) in its own right. Additionally, some also engage in School-based Apprenticeships and Traineeships (SATs).

Improvement strategies

Establish mechanisms for the SLT to systematically monitor, quality assure, and align curriculum and assessment across all learning areas in Years 7 to 10, to support precision in successfully implementing the AC.

Devise and communicate parameters for implementation of AC V9 to support a school-wide consistent approach to curriculum delivery, with a particular focus on documentation and assessment practices.

Establish consistent school-wide approaches to pre-moderation in Years 7 to 10, with specific attention on teachers engaging in authentic collaboration regarding alignment of curriculum, assessment and pedagogy, to deepen teacher understanding of what students need to know and do for each LOA.

3.7 Differentiated teaching and learning

Findings

Leaders and many staff acknowledge the transformation process regarding inclusive practice that is currently occurring. The Inclusive Education Scan and Assess is identified as a key informing document to continue to drive the differentiation and inclusive education journey. Some teachers and teacher aides convey the current inclusion transformation 'is the right work'.

A number of teachers and students identify the school as an inclusive environment. They elaborate and provide examples of how students from a variety of social, cultural, community and family backgrounds, and of all identities and abilities are accepted. A Student Inclusion Handbook defines the school's policy position and expectation. A number of staff are yet to share how this handbook informs their practice and expectations across their classes. A common and consistent understanding of inclusive education, and of the expectations and responsibilities at the teacher level, is yet to be realised.

Leaders have intentionally positioned staff by building awareness of legislation, the Act, and system-expected practice through deliberately planned capability episodes. A range of teachers identify these videos as valuable resources. Some teachers consider disability as a prompt for differentiated practice. Some teachers and leaders identify that commitment to inclusive education and application of identified strategies is yet to be realised.

The Student Inclusion Handbook identifies the expectation of differentiated and explicit teaching, focused teaching, and intensive teaching, as aligned to the P-12 curriculum, assessment and reporting framework (P-12 CARF) unit planning expectation. Some teachers are able to identify practices they employ across their classes that support differentiated and focused teaching. A small number of staff identify a range of impacting factors that they believe make intensive differentiated teaching unachievable. This includes not being able to access teacher aide support, or unfamiliarity with the curriculum beyond known year levels. Leaders identify the importance of developing all teachers' understanding and application of explicit, focused and intensive teaching as key to supporting inclusion and differentiated practice.

Teachers are yet to share an awareness of differentiated teaching and learning practices to improve outcomes for Aboriginal students and Torres Strait Islander students.

The Student Enrichment Precinct is the learning space for a small number of foundation classes. A broad range of academic, social, emotional, contextual, anecdotal and observational data is considered when determining student access to classes. Leaders have taken deliberate steps to reduce the number of these classes to support the transformation of mindset and practice for staff, parents and students. Leaders are acutely aware of the need to support teachers to enact quality differentiated teaching practices to support all students to be learning and socialising with peers.

Foundation classes have small numbers of students. Students access these classes for key learning areas. Some faculty leaders communicate that these classes are delivering 'at level curriculum with their peers' through a highly structured and differentiated approach. Some teachers identify that curriculum within foundation classes is delivered with the aspiration for students to achieve a 'C' standard. Some teachers identify that professional connection and curriculum sharing between foundation and faculty teachers is yet to be realised and would welcome such opportunity.

Leaders have developed and enacted a range of structural opportunities for the referral of students who may require a range of supports. Multiple key staff are involved with the referral, strategising and monitoring of identified students. A number of teachers identify the 'suggested strategies'

section of the Student Support Profile as a valuable reference point. Teachers identify the positive impact of these profiles as students move between classes or when teacher release is required.

The Adjustment Checklist is shared by many teachers as a reference point to record differentiation considerations. Completion and value of the checklist varies. Some staff complete the checklist for the average ability level in all their classes. Some complete it for some students they think may require adjustments, whilst some only complete it for students with verified disability. The timing for checklist completion varies from once a year, once a semester, every term, or whenever class enrolments change.

Leaders identify that this checklist is critical for confirming evidence in regards to NCCD data. They aspire to see teachers utilise the checklist to identify and apply a range of differentiation strategies across all classes. Some teachers share the realisation that the checklist supports consideration of differentiation strategies. Few teachers view the checklist as an opportunity to inform ongoing curriculum delivery and the alignment of adjustments to support curriculum access.

Some teachers identify they support students on an Individual Curriculum Plan (ICP). Clarity regarding the responsibility to monitor, adjust goals, and liaise with families is yet to be clearly articulated, with leaders identifying the loss of expert staff as an impacting factor. As teachers share learning achievement data, they articulate that a number of students should be accessing Different Year Level (DYL) achievement standards. These teachers identify that the enactment of ICPs may support students to continue to learn in an age-equivalent context, alongside their similar-aged peers. Leaders have identified that with regional support and training, the development, review and monitoring of ICPs is a crucial consideration in aligning to the P-12 CARF.

The Student Enrichment Precinct houses a range of staff who are acknowledged as key to supporting educational achievement, culture and inclusion, and wellbeing and engagement. These staff acknowledge their collective responsibility for every student's learning through a range of learning supports and interventions, targeted programs or approaches, and facilitation of a pathway through and beyond the school.

Improvement strategies

Systematically enact ICPs and the adjustment checklist to inform regular and ongoing differentiation and adjustment that supports students' access to the curriculum.

Further develop the understanding and capability of teachers to differentiate through explicit, focused and intensive teaching to support inclusion and maximise progression in learning.

Sharpen staff awareness and understanding of the Student Inclusion Handbook leading to a common and consistent understanding of inclusive education, and of the expectations and responsibilities at the teacher level.

3.8 Effective pedagogical practices

Findings

The principal and other leaders acknowledge the importance of effective teaching as key to improving student learning. The school's pedagogical approach – The Model of Effective Teaching – has been collaboratively developed. Its purpose is to outline clear, agreed school-wide approaches to improving student outcomes.

A range of research-informed approaches, including the New Art and Science of Teaching[1] (NASOT), New Pedagogies for Deep Learning[2] (NPDL), ESCM, and Formative Assessment[3], form the foundation of The Model of Effective Teaching. Some teachers describe detailed knowledge of these approaches. Some rely more on exposure to other pedagogical frameworks. A number of leaders acknowledge a level of disconnect between pedagogical approaches and student engagement and their learning.

Students describe receiving feedback from teachers. This includes written feedback on drafts, and some anecdotal conversations during class time. There is variability in how this is actioned across the school. Some students express a desire to receive further feedback to support ongoing learning improvement.

Leaders provide opportunities for teachers to engage in PD relating to pedagogical practices. Teachers have access to the Effective Teaching OneNote which contains a number of strategies and pre-recorded videos designed to improve capability. PD sessions, locally known as 'Thirty-minute Thursdays' are developed and presented based on teacher suggestions. Many teachers speak positively of Classroom Profiling processes and the feedback they receive. Beyond this, some teachers indicate they would also value an opportunity to receive feedback on other aspects of their instructional practices. A systematic process for leaders to observe teachers and provide ongoing feedback to all teachers is yet to be developed.

A number of teachers describe leaders engaging in Learning Walks and Talks. During these sweeps, leaders make use of Sharratt's[4] five critical questions to monitor students' learning. Conversations with leaders and teachers reflect that the purpose and impact of this process is yet to be clear.

Teachers and leaders speak positively of TLCs which have been established to promote collegial engagement and enhance student achievement. Some suggest that TLCs will provide an opportunity for further collaboration regarding highly engaging pedagogy.

Improvement strategies

Systematically enact a formalised approach to modelling, observation and feedback that provides teachers with regular opportunities to receive detailed feedback from leaders on their pedagogical approach aligned to the EIA.

Review the school's pedagogical approach, and build shared understanding, consistency, and alignment to the P-12 CARF to support teachers to utilise appropriate pedagogical strategies that engage students and meet learners' needs.

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[1] Marzano, R. J. (2017). *The new art and science of teaching*. Hawker Brownlow Education.

[2] Fullan, M., Quinn, J., McEachen, J. (2017). *New pedagogies for deep learning: Leading transformation in schools, districts and systems.* SAGE Publications Inc.

[3] Wiliam, D. (2011). Formative assessment: Getting the focus right. *Educational Assessment*, *11*(3-4), 283-289.

[4] Sharratt, L. (2020). *Sharratt Educational Group Inc.* https://www.lynsharratt.com/

3.9 School-community partnerships

Findings

The principal is committed to developing strong community partnerships to enhance student learning and wellbeing, and to providing clear future pathways for students. Strategic partnerships with businesses, industry, and community organisations provide access to resources, services and expertise for students.

Students, parents and community members speak positively of the school, referencing the wealth of opportunities provided and the range of co- and extracurricular activities and excellence programs offered. A strategic and focused approach to marketing is apparent. Students and teachers new to the school receive a video providing an initial overview of the school.

The range of partnerships has broadened and deepened over the past 4 years. Partnerships are strategically aligned to respond to community, regional, state-wide or national employment shortages. To help address a shortfall in the health sector, a 3-way partnership has been developed with CQUniversity (CQUni) and Maryborough Hospital to deliver a Certificate II and Certificate III in Health Support. A similar partnership is established with Signature Care to deliver a Certificate II in Community Services.

Partnerships with TAFE and CQUni have resulted in delivery of a range of certificate courses. The school has a fully equipped hairdressing and makeup facility, and it partners with two hairdressers to deliver a Certificate II in Hairdressing and a Certificate II in Salon Assistant. Some students from a private school are also enrolled in these courses.

A partnership has been established with the Queensland Reds. Partnership opportunities for training and employment are currently being discussed with the Department of Transport and Main Roads for the future train manufacturing facility to be built in Maryborough.

In addition, the school partners with a number of community organisations to deliver programs to enhance student wellbeing, such as Youth Insearch, Uniting Care, headspace, and Galangoor, an Aboriginal and Torres Strait Islander community healthcare service which provides a General Practitioner (GP) to the school one day per week.

Executive leaders identify the importance of reviewing strategic partnerships. They indicate that ongoing relationships must link to school priorities, lead to productive outcomes for students, and provide resources and opportunities not readily available at the school.

Principals from partner primary schools express appreciation for the collaborative and supportive partnerships they have with the principal. These partnerships have enhanced transition processes for their students into high school. A soon-to-be established opportunity for a student leadership program with a local primary school has been designed by Year 12 student leaders.

Parents and families are recognised as integral members of the school community and partners in their child's education. Parents speak highly of the school and identify the importance of trusting relationships between their child and staff.

The school has been acknowledged on a national scale for its outstanding success and outcomes, receiving awards in the category of Outstanding Government Secondary School for four successive years. In 2022, the school was inducted into the Hall of Fame at the Fraser Coast Business and Tourism Awards.

Improvement strategy

Systematically review external partnerships to monitor and evaluate the impact on enhancing student learning and well-being outcomes.