Pacific Pines State High School

School Review Report

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pacific Pines State High School** from **21** to **24 August 2017**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Valerie Hadgelias	Senior reviewer, SIU (review chair)
Darrin Edwards	Peer reviewer
Julie Pozzoli	Peer reviewer
Ken Rogers	External reviewer

1.2 School context

Location:	Archipelago Street, Pacific Pines
Education region:	South East Region
Year opened:	2000
Year levels:	Year 7 to Year 12
Enrolment:	1 422
Indigenous enrolment percentage:	3.4 per cent
Students with disability enrolment percentage:	6.26 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1006
Year principal appointed:	2016
Full-time equivalent staff:	91.68
Significant partner schools:	Northern Collegiate High Schools, Pacific Pines Primary School, Gaven State School, Park Lake State School
Significant community partnerships:	Griffith University, Gold Coast Technical and Further Education (TAFE), LJ Hooker Pacific Pines
Significant school programs:	Centre of Excellence Programs, Kokoda Challenge, Men of Business (MOB), Drumline

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, three deputy principals, 12 Heads of Department (HOD), 52 teachers, past teacher, Support Teacher Literacy and Numeracy (STLaN), six deans of students, Business Manager, computer technician, computer assistant, guidance officer, two student services officers, events coordinator, five teacher aides, 56 students, Parents and Citizens' Association (P&C) president and 12 parents.

Community and business groups:
- Indigenous community representative, representative from Pacific Pines Panthers (Basketball), representative from Pac Power - Australian Football League (AFL) and representative from Aurora Training Institute.

Partner schools and other educational providers:
- Principal of Pacific Pines Primary School, principal of Park Lake State School, principal of Gaven State School and principal of Highland Reserve State School.

Government and departmental representatives:
- Councillor for Division 5 City of Gold Coast, State Member for Gaven and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Differentiation Strategy
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016)	School Data Profile (Semester 2, 2017)
OneSchool	School budget documents
Responsible Behaviour Plan	Curriculum planning documents
Teacher Expectations 2017	Data Placemat
School pedagogical framework	School data plan
Role description documentation	School newsletters and website
Annual Developing Performance Plan documentation	School Opinion Survey
The Instructional Improvement @ Pacific Pines (II@PP) documentation	

2. Executive summary

2.1 Key findings

The school projects a positive learning culture with caring and orderly learning environments.

Staff members demonstrate an understanding of the importance of positive and caring relationships for successful learning, and work actively to build partnerships with students, parents and the community. There are high expectations that all students will learn successfully and students state that their teachers care for them. Interactions across the school and community are reported as being polite and respectful.

The school enjoys a strong reputation in the local community.

The principal and other leaders describe the concerted effort to improve the public perception of the school. A number of strategies have contributed to the success of this initiative and these include a focus on student behaviour, introduction of extensive Excellence Programs, strategies to clarify the expectations of professional practice and the building of strong relationships with partner primary schools. Enrolment data and comments from parents, primary school principals and other community members indicate that the work in this area has been successful in enhancing the school's reputation.

There is strong interest in collaboratively developing a sharp vision for the school's future to inform and drive the strategic agenda.

It is widely recognised that considerable changes have been implemented at the school in the past 18 months**.** Many staff members view these changes positively. Several staff members and other school community members express concern regarding the pace of change and wish for greater clarity about the reasons for change. Some members of the school community would like more opportunity to engage in collaborative decision making regarding the school's direction.

School leaders understand the value of developing detailed implementation plans to support the improvement agenda.

The school has been focusing on several initiatives to drive improvement. The collaborative development of detailed implementation plans is not always apparent. Some staff members indicate that this has contributed to a level of uncertainty regarding processes and expectations.

Reliable data on student outcomes is viewed as crucial to the school's improvement agenda.

All teaching staff members have access to student data from OneSchool and the school's data placemat. Faculties and individual teachers are able to demonstrate the systematic collection of a range of student outcomes data, including test data and quality classroom assessments that are utilised as a starting point for improvement. Many staff members utilise this data to analyse, study and implement strategies to meet individual student needs. There is evidence that some staff members are utilising data as a self-reflection tool to evaluate their own teaching practices. There is some variation across the school in the level of teachers' data literacy and confidence in utilising data to inform their practice.

The leadership team is driving a strong agenda to develop a culture of continuous professional improvement.

School leaders recognise the need to build teacher capacity and support their professional growth in order to improve student outcomes. There is collegial participation in the Instructional Improvement @ Pacific Pines (II@P) and Instructional Coaching. At this stage, not all staff members are engaged. Teachers express a strong interest in being involved in regular observation and formal feedback processes. A whole-school professional learning plan, aligned to the improvement agenda has yet to be developed.

Highly effective teaching is widely viewed as the key to improving student learning.

There has been a recent decision to introduce John Hattie's[1] *Visible Learning* as the basis for a new pedagogical framework. This will replace the Five Pillars framework that has been in place for several years. Under the Five Pillars approach, Quality Assurance (QA) processes were implemented with varying degrees of rigour across faculties. The recruitment of additional coaches, including a Visible Learning facilitator is planned to support the implementation of the new model.

A range of differentiation practices is established to support the diverse needs of students.

Structural differentiation is well established with processes including the excellence classes and 'dynamic streaming'. Teachers are encouraged to tailor teaching to students' needs and readiness within classrooms. There are examples of strong practice in this area across the school. Some variation exists in the level of expertise in utilising differentiation strategies. Clear expectations for teacher practice have not yet been developed or promoted.

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[1] Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

The school is developing innovative and challenging curriculum offerings.

A number of Excellence Programs have recently been introduced in Years 7 to 10. The Science, Technology, Engineering, Mathematics (STEM) focus is one example. The Centre of Excellence for Mathematics, Engineering and Applied Science is a program that has been endorsed as the Griffith University Academy, Pacific Pines Campus. It is one of only two such entities in Queensland. In Years 7 to 9 students in the STEM program study mathematics, science and Launchpad, a subject focused on problem solving and applied Higher Order Thinking Skills (HOTS).

The school has implemented a highly inclusive approach to support students with disability.

Students with disability are integrated into mainstream classes. Students are taught by the Special Education Program (SEP) teachers working closely with mainstream teachers to deliver the curriculum via differentiated approaches for all students within the 'red' classes. Interventions to support students are planned and implemented by a team of key stakeholders, including parents and carers. The team of staff working in the special education area has developed a cohesive and professional approach that results in high quality support and case management for all students with disability or support needs.

2.2 Key improvement strategies

Collaboratively develop a sharp vision for school's future to provide a framework for aligning and driving the school's improvement agenda.

Undertake strategic planning processes to develop detailed implementation plans to support the school's improvement priorities, ensuring that expectations, accountabilities, timelines and QA processes are included.

Provide Professional Development (PD) and dedicated time to improve staff skills in data literacy. Build a school-wide approach to the use of data to expand and deepen the extent that data is utilised to inform pedagogy and influence teaching practice.

Strengthen the alignment of the Instructional Coaching to the new pedagogical framework and implement a systematic process to provide staff members with regular formal feedback on their implementation of the Visible Learning pedagogical practices.

Develop a professional learning plan that clearly articulates how ongoing PD opportunities are strategically planned to align with and support the school's Explicit Improvement Agenda (EIA).

Develop clear expectations for teachers regarding the inclusion of differentiation strategies in their planning and in their classroom practice, and support teachers to build their expertise in this area.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and behaviour.

The Annual Implementation Plan (AIP) 2017 describes two improvement priorities: Quality teaching; and, the implementation of the Positive Behaviour for Learning (PBL) framework. These agendas are in the very initial stages of development and full implementation will occur in 2018. Teachers are aware of these agendas and have not yet been enrolled in their implementation. Timelines and milestones for the implementation of the improvement agendas are not yet well known by staff members.

The school leadership team describes an agenda for improvement that incorporates a range of priorities. These include the building of staff capability, improvement in reading outcomes, rebuilding partnerships with partner primary schools, rebranding the school and improving the school's reputation in the local community.

School leaders are convinced that the key to improved student outcomes is the continual improvement in teacher expertise and the significant role of Heads of Department (HOD) as instructional leaders is recognised. There has been a strong focus on developing shared expectations for the HOD role, centring on curriculum development and performance improvement. Ongoing work is planned to continue to build the leadership capacity of the HOD team. This priority has predominantly been viewed positively by HODs.

The principal and other leaders describe the concerted effort to improve the public perception of the school. A number of strategies have contributed to the success of this initiative and include a focus on student behaviour, introduction of extensive Excellence Programs, strategies to clarify the expectations of professional practice and the building of strong relationships with partner primary schools. Enrolment data and comments from parents, primary school principals and other community members indicate that the work in this area has been successful in enhancing the school's reputation.

Other priorities are identified by staff members when articulating the school's improvement agenda. These priorities include the promotion of eLearning, the introduction of 'dynamic streaming' of junior secondary classes and the focus on Senior Assessment and Tertiary Entrance (SATE).

The focus on the reading priority was determined from analysis and discussion of a range of data, particularly student performance in National Assessment Program – Literacy and Numeracy (NAPLAN). English and humanities are leading the implementation of the reading agenda. Some strategies including *Scan Read Think* have been adopted and are implemented to various degrees across the school. Teachers acknowledge the importance of improved student competency in reading. Most staff members readily accept that

responsibility for improved student achievement in reading is a shared professional accountability across the school.

Many staff members articulate that positive changes have been implemented in the past 18 months. A number of staff and other school community members express concerns about the pace of change and believe that the reasons for change are often not clear. They articulate a desire for greater opportunities to engage in collaborative decision making regarding the school's direction. The concept of embedding a consolidation phase in the school's change management model is commonly expressed. The principal states that recent changes have now established a foundation for further improvement to occur at a steadier pace.

Several staff members indicate the need for a sharp vision for the school's future to inform and drive the strategic agenda and to provide a framework to align improvement initiatives.

The school has been focusing on a number of initiatives to drive improvement. The collaborative development of detailed implementation plans is not yet always apparent. Some staff members indicate that this has contributed to a level of uncertainty regarding processes and expectations. A collaborative, explicit strategic planning process, outlining how associated priorities are determined and actioned, is yet to be clarified for the school community.

School-wide targets for NAPLAN outcomes, academic Levels of Achievement (LOA), attendance and Year 12 outcomes are set. There is not yet a widespread knowledge of these targets and they do not yet appear to be explicitly driving the work of all school leaders and teachers.

Role descriptions for a number of leadership positions are developed. There is some uncertainty amongst staff members regarding roles and accountabilities. Some concern was expressed about the line management structures whereby HODs are line managed by more than one school leader.

Improvement strategies

Collaboratively develop a sharp vision for school's future to provide a framework for aligning and driving the school's improvement agenda.

Undertake strategic planning to develop detailed implementation plans to support the school's improvement priorities, ensuring that expectations, accountabilities, timelines and QA processes are included, and communicate the improvement agenda widely across the school community.

Establish school and classroom targets, aligned to the improvement agenda and engage all instructional leaders, including HODs, in driving, monitoring and reviewing targets.

Ensure clear lines of sight in the line management structures to provide clarity in accountabilities and to monitor progress of key initiatives across the school.

3.2 Analysis and discussion of data

Findings

School leaders clearly articulate their belief that reliable data regarding student outcomes is crucial to the school's improvement agenda.

All teaching staff members have access to student data from OneSchool and the school's data placemat. Faculties and individual teachers are able to demonstrate the systematic collection of a range of student outcomes data, including test data and quality classroom assessments that are used as a starting point for improvement. Many staff members utilise this data to analyse, study and implement strategies to meet individual student needs. There is evidence that some staff members are utilising data as a self-reflection tool to evaluate their own teaching practices. There is some variation across the school in the level of teachers' data literacy and confidence in utilising data to inform their practice.

The school administration team demonstrates that they are utilising data to inform their practice. Evidence is provided regarding the collation of data, the analysis of data and the communication of this data to the school community including the Parents and Citizens' Association (P&C). Specific statistics are cited to re-enforce the reasoning behind some of the improvement agendas. Some staff members report that the data-driven decision making, at times, requires further communication and clarity.

Tracking processes are implemented for all senior secondary students with identified targets set. Progress towards achievement of Queensland Certificate of Education (QCE), Overall Position (OP), and Vocational Education and Training (VET) qualifications are monitored, communicated and utilised to inform intervention strategies as required. In 2016, 100.0 per cent of all students completed a QCE in Year 12. In the same period 100.0 per cent of Indigenous students completed a QCE in Year 12. The deputy principal of senior secondary and the HOD-senior schooling regularly work with their teams to review achievement data relating to the Year 11 and Year 12 students. Data continues to be collected on student destinations post-school.

Students with disability have their achievement data monitored by individual case management teachers. All staff members involved in the teaching of students with disability are able to access comprehensive data about these students.

The collation of individual student data by the welfare team is utilised to determine intervention for identified students. The team utilises data to monitor the social and emotional wellbeing of the students and for planning academic intervention. The junior secondary HOD, in preparation for student transition from Year 6 to junior secondary, reviews student achievement and behaviour data to place students in appropriate class combinations.

The 2017 NAPLAN data indicates that the school is performing at a similar level to Similar Queensland State Schools (SQSS) in Upper Two Bands (U2B) achievement in all NAPLAN strands in Years 7 and 9 except for Year 7 reading which is below SQSS.

Mean Scale Score (MSS) achievement in Years 7 and 9 is similar to SQSS across all strands.

Relative gain 2015-2017 Year 7 to Year 9 is similar to SQSS in reading, spelling and grammar and punctuation and is above SQSS in writing and numeracy. Relative gain Year 5 to Year 7 is similar to SQSS across all strands.

Year 7 and Year 9 achievement at or above the National Minimum Standard (NMS) is above Queensland State Schools (QSS) across all strands of NAPLAN in 2017. Years 7 and 9 NMS achievement is statistically above the nation in spelling and numeracy.

The 2017 NAPLAN participation rates for Year 7 range from 72.5 per cent to 73.2 per cent.

The Year 9 participation rates range from 68.5 per cent to 69.7 per cent. This compares to the participation rates in 2008 of 92.8 per cent to 96.0 per cent.

The 2017 Closing the Gap report indicates the mean score for Year 7 Indigenous students at the school in reading is 16 scale points below that of non-Indigenous students, 20 scale points below in writing with no gap between Indigenous and non-Indigenous students in numeracy. The Year 9 Closing the Gap report indicates the mean score for Indigenous students is 65 scale points below their non-Indigenous peers in reading, 32 scale points below in writing and 48 scale points below in numeracy. Care should be exercised in interpreting Closing the Gap data due to the small number of Indigenous students in each cohort.

Faculties and individual teachers report the analysis of data is becoming a more refined process with A-E LOA reviewed at the completion of an assessment period. The administration team speak about the triangulation of data to validate the A-E achievement data.

Improvement strategies

Provide PD and dedicated time to improve staff skills in data literacy.

Build a school-wide approach to the use of data to expand and deepen the extent that data is used to inform pedagogy and influence teaching practice.

3.3 A culture that promotes learning

Findings

The school projects a positive learning culture with caring and orderly learning environments. Staff members demonstrate an understanding of the importance of positive and caring relationships for successful learning, and work actively to build partnerships with students, parents and the community. Students state that their teachers care for them. Interactions across the school and community are predominantly reported as being polite and respectful.

Students and staff members report a sense of belonging and pride in the school. The 2016 School Opinion Survey (SOS) indicates that 97.5 per cent of staff, 88.7 per cent of parents and 78.8 per cent of students agree that 'This is a good school'.

The school places a high priority on student wellbeing and has many processes established to support students and to address individual academic and non-academic needs. A welfare team, consisting of the guidance officer, trainee guidance officer, school nurse, chaplain and year level deans is highly active in supporting students.

A number of other key roles focusing on student wellbeing and success are established. A leadership coordinator supports the student leadership program; a student coordinator oversees new student enrolments; an Industry Liaison Officer assists students with transition to the workplace; and, Indigenous students are supported by an Indigenous support teacher and teacher aide.

Several pastoral care programs and strategies are delivered in the school including the Year 12 *#awesome student* compliment cards, the *Love Bites* program, the Kokoda Challenge group and Men of Business group. *Respectful Relationships* is delivered in the Health and Physical (HPE) curriculum. Extension of the pastoral care morning program is planned. A coordinated whole of school pastoral care program is yet to be developed.

The school values of '*Be Respectful, Be Responsible, Be Safe* and *Be a Learner'* are apparent and articulated by staff and students. The Responsible Behaviour Plan for Students (RBPS) details agreed responses and consequences across the school. There is a clear understanding of the increasing severity of the consequences for inappropriate behaviour under the '5 strike' stance, the Restorative Justice process and School Disciplinary Absences (SDAs). Staff and students report an improvement in student behaviour with the instigation of these clear expectations and a zero tolerance for significant violence - *One Punch Can Kill*, illicit substances, and students reaching the '5 strike' point.

The school is developing strategies and processes for the promotion of positive behaviour with PBL to be fully implemented in 2018. Staff members report the need for adequate time allocation and PD to implement PBL.

Staff wellbeing is catered for with different faculties providing varied levels of support to individual and faculty-based staff. There is not yet a school-wide wellbeing program to support staff members.

An inclusive culture exists across the school. The Individual Curriculum Plan (ICP) process for students requiring support is apparent and utilised in the school. Students with disability are integrated into mainstream classes. Students are taught by the SEP teachers working closely with mainstream teachers to deliver the curriculum via differentiated approaches for all students within the 'red' classes. The Support Teacher Literacy and Numeracy (STLaN) teacher provides assistance to the 'red' mathematics and English classes in junior secondary. Students with disability have their School Disciplinary Absences (SDAs), attendance and engagement in part-time and vocational programs monitored by individual case manager teachers. Interventions to support students are planned and implemented by a team of key stakeholders, including parents and carers.

The average attendance rate in 2017 is 91.9 per cent and this compares to the 2016 attendance rate of 90.5 per cent. The percentage of students attending for less than 85 per cent of the school year in 2017 is 14.6 per cent. This compares to the 2016 rate of 21.2 per cent.

There is some acknowledgement of students' varying cultural backgrounds with staff members utilising data from the data placemat or OneSchool class dashboard to identify the background of students. Support for Indigenous students is provided through the Indigenous support teacher and aide. There is little evidence that culture is a consideration within the classroom. It is not apparent that staff members undertake PD to develop their understanding of cultural diversity and the implications for the classroom.

The school has worked hard to create an attractive physical environment through a program of facility enhancement including painting, garden refurbishment and the air conditioning of all classrooms that has created an environment conducive for learning. A refurbishment of the resource centre is planned that will provide further collaborative learning spaces to support learning.

Improvement strategies

Construct a whole of school pastoral care plan and share this with all stakeholders.

Allocate appropriate time to staff members and provide adequate PD for the implementation of PBL and the management of student behaviour.

Provide PD for all staff members regarding cultural diversity.

3.4 Targeted use of school resources

School leaders have given priority to understanding and addressing the needs of students and are sourcing and deploying available resources to meet those needs.

The budget process commences in Term 3 with project coordinators asked to submit requests for the coming year, for consideration. HODs are advised of their allocation for the new year after review and consideration of the revenue available. A process exists to facilitate periodic review of budget allocations to accommodate planning for emergent priorities and fluctuating student numbers.

Investing for Success (I4S) funds of $410 000 are targeted at supporting the school's priorities. Initiatives include targeted intervention in English and mathematics through 'green', 'amber' and 'red' classes, building teacher capacity regarding improvement in student reading and numeracy and developing a culture of coaching and feedback. Targets to measure the success of the strategies, couched in terms of student outcomes, are outlined in the I4S agreement.

Several strategies regarding the deployment of human resources to support school priorities are apparent. These include the creation of a 0.5 Full-time equivalent (FTE) HOD of Teaching and Learning position, employment of 3.0 FTE to coordinate the 'green', 'amber' and 'red' classes in English and mathematics, the allocation of a 0.5 FTE teacher position to work with partner primary schools in the science curriculum and the employment of an additional 1.6 FTE of teacher aides.

Other human resource initiatives include the funding of an additional 0.2 FTE guidance officer position, an AO3 Industry Liaison position, the Marketing and Communications Liaison Officer and the Youth Support Coordinator position.

A PD budget in excess of $40 000 is allocated to build staff capacity in line with the identified improvement agenda. This is augmented by I4S funds. There is not yet a whole-school professional learning plan.

The student services team operates with a mandate to track and support identified students who require additional support for academic completion, to remain engaged, as well as financial or social hardship. The 2017 Education Support Program budget is $17 400.

Extracurricular programs are available to extend and challenge students. Excellence classes provide a strategy for targeting extended learning to highly proficient students. Entry to these classes is through application and there is a cost of $50 associated with each program. Students are able to enrol in more than one excellence class with a maximum cost of $100.

Additional targeted funds including the Closing the Gap grant provide teacher aide hours to support Indigenous students in academic and general welfare needs. The school funds a 0.2 FTE allocation for a support teacher to work with Indigenous students.

Teacher aides indicate that they enjoy working in the school and feel valued in their work. Several teacher aides are utilised in classrooms to support the learning of targeted students.

Some teacher aides indicate that increased access to targeted PD could further enhance their roles within the school.

At the time of the review the school bank balance is $830 251. The school's minor works budget of $186 436 has been used extensively on refurbishment. Staff, parents and students speak favourably of the recent improvements in the grounds and in classrooms. A concerted effort to provide air conditioning throughout the school has been well received. This project will be completed later this year.

A supportive P&C currently runs the canteen and uniform shop. The P&C contributes to the cost for students representing the school in sporting events and makes annual contributions to support school activities. At the time of the review the P&C has contributed $5 524 during 2017.

There is dedicated support, in terms of personal support and adjusted curriculum programs, for students with disability, students with learning difficulties, students in care and Indigenous students.

Developing strong links with partner primary schools is an identified school initiative. The budget for primary connections in 2017 is $12 500.

Another of the school's identified priorities is the extension of eLearning in curriculum programs. The school has adopted a Bring Your Own Device (BYOD) model. In 2017 all students in Years 7 and 8 are enrolled in the BYOD program. This will be extended in 2018 to include students in Years 7 to 11. A teacher aide is deployed to contact all families to inform parents about the program and determine if financial support is required. A crucial element in the success of the program is the effective use of digital pedagogy by teachers. There is some PD in this sphere, through the II@PP, presently being made available to staff members.

The principal is aware of the need to upgrade connectivity to ensure efficient Information and Communication Technology (ICT) capability. Measures are developed to address this ongoing challenge.

Improvement strategies

Review and monitor programs to ensure that resources are being effectively utilised to support students and enhance their outcomes.

Continue to review future resource allocations to ensure the sustainability of roles critical to the improvement of student achievement, curriculum, teaching and wellbeing.

3.5 An expert teaching team

Findings

The leadership team is driving a strong agenda to develop a culture of continuous professional growth. The improvement in quality teaching is a key strategic priority in the 2017 AIP.

The school's Instructional Coaching process is being developed as a vehicle for mentoring and coaching staff members to improve teacher quality. It provides a school-wide model for observation, feedback and differentiated coaching. Teachers are able to seek support for coaching in specific areas that they identify as requiring development. There is strong, positive support for the Instructional Coaching program and it is valued by most of the staff members who have participated in the program.

The monitoring of staff engagement with Instructional Coaching is not yet consistent across faculties. There is an AIP target for each HOD to observe each teacher in their faculty each term. Differential involvement of school leaders in the observation and discussion of teachers' work is apparent. It is not clear that the AIP target is being met. The spreadsheet to record engagement in the process is not yet up-to-date.

There is evidence of informal HOD visits and walkthroughs occurring to observe teaching practices. Staff members express the desire for formal feedback from this strategy.

The leadership team has recently focused on building the capacity of the middle management team of the school as instructional leaders and has engaged outside consultancy to support HODs in this priority.

There is a strong expectation that all teachers are committed to continuous self-improvement. A documented professional learning plan is not yet apparent. The school has introduced a formal Annual Performance Development Plan (APDP) process for teachers that requires reflection on current practices and the identification of personal goals for improvement in their teaching.

The II@PP PD program is utilised to allow staff members to access professional learning opportunities in targeted development areas and areas of interest. This model is well regarded and there is positive professional sharing and engagement in II@PP sessions. The ability for II@PP hours to cover professional learning hours' requirements for the additional school professional development day is well regarded.

The Mentoring Beginning Teachers (MBT) program is viewed positively by participants. The processes established to support beginning teachers at the school are well structured. Several staff members who have previously been involved in this program express their willingness to continue to receive formal support and feedback from their HODs and other staff members through the Instructional Coaching model.

The school has instigated a range of strategies to ensure opportunities are created to allow teachers to work together including team teaching arrangements in some junior secondary classes and through faculty-based meetings. A significant number of staff members express

the desire to have additional time available to learn together and to engage in collaborative planning, and to review student work and share teaching practices.

Where standards and expectations are not being met by staff members, the school leadership has taken strong and direct action to either develop staff member performance or in some cases to initiate formal Managing Unsatisfactory Performance processes.

The school has introduced a range of innovative leadership opportunities for staff members to lead inside and outside their curriculum areas and there is a strong culture of staff members seeking and accepting these opportunities.

Improvement strategies

Ensure a systematic framework for the implementation of coaching and feedback for all staff members and implement effective QA processes.

Implement a strategic approach to the development of a whole-school professional learning plan for the provision of PD aligned to school priorities, the coaching and feedback processes and the ADPP process, articulating the expectations of supervisors and staff members, including the non-teaching staff, in the plan.

Prioritise the allocation of planning time for staff members to collaboratively plan curriculum, review student work, moderate assessment tasks and develop and share teaching practices for improving student learning.

3.6 Systematic curriculum delivery

Findings

The school has faculty-based curriculum planning documents that identify the curriculum and assessment expectations for learning from Years 7 to 12.

Subjects offered in Years 11 and 12 allow students to achieve the QCE or, in the case of students with special needs, the Queensland Certificate of Individual Achievement (QCIA). Students are able to select from 20 Authority subjects, 16 Authority-registered subjects and eight Vocational Certificate courses.

The school provides enhanced opportunities for student achievement in senior schooling. The school is a Griffith University Partner School. The school collaborates with neighbouring high schools to form the Northern Collegiate of Schools. These schools collectively offer to students the opportunity to study in areas that could not be offered by individual schools. Further opportunities are available through Gold Coast Technical and Further Education (TAFE) and external Registered Training Organisations (RTO). The school offers School-based Apprenticeships and Traineeships (SATS). Information regarding curriculum is shared via the school website.

There is a clear expectation that the curriculum is aligned to the Australian Curriculum (AC) in Years 7 to 10. Some subject areas use Curriculum into the Classroom (C2C) units as a resource and adjust them to suit the context and student cohort. Detailed planning documents are developed and in most cases are reviewed at the completion of each unit. A whole-school unit planning template has recently been developed and is gradually being rolled out in each faculty area. The school is yet to develop a whole-school curriculum plan.

Subject Area Coordinators (SAC) are appointed to lead teams of teachers in the development of teaching and learning programs and evaluation processes. This work includes the development of assessment pieces, resources, exemplars and marking guides. A role description for SACs has recently been developed to ensure consistency in this role across all faculties. HODs are responsible for ensuring the quality of curriculum planning in their department. This work is overseen by the junior secondary and senior school deputy principals.

An assessment board was established in Term 4, 2016. Its role is to quality assure each piece of assessment in Years 7 to 10. There is a strong focus on the Common Curriculum Elements (CCE) in junior secondary and the assessment board ensures appropriate CCE skills are included in assessment pieces. It is intended that the assessment board will be used to quality assure unit plans as the new school-wide unit planning template comes into use.

In Years 7 to 10, students study core and elective subjects. Greater student choice is provided as students proceed through the years of schooling. Year 10 is treated as a preparatory year for senior study. A recent initiative is the work to align the curriculum from Semester 2 of Year 9 with the new senior curriculum. This new curriculum will commence for students in Year 11 in 2019. This focus is part of the school's proactive planning to prepare

students for the new Year 12 accreditation model that will utilise school-based assessment and external assessment.

Teachers report using common assessment tasks and faculty-specific criteria sheets. Most teachers describe a regular cycle of curriculum evaluation at the conclusion of units of work to inform decisions regarding new work. Many teachers report that strong moderation processes occur in the senior school and less formal processes in the junior school. A consistent whole-school process for moderation of student work to ensure the consistency of judgements and effective use of the standards is not yet apparent.

In 2017 in Years 7 to 9 English and mathematics classes are ability grouped through 'dynamic streaming' as 'red', 'amber' and 'green' classes. Unit plans are developed across Years 7 to 9 for each grouping of students by a specific SAC. The pedagogy and curriculum content is adjusted to support the needs of each level. These groupings are flexible and students are able to move between levels according to their learning outcomes.

A range of excellence classes is offered to students in Years 7 to10. Excellence classes are offered in a broad range of subject areas. It is intended that there is a focus on the CCEs, HOTS and creativity in these classes.

The STEM focus is embodied in the Centre of Excellence for Mathematics, Engineering and Applied Science. The program has been endorsed as the Griffith University Academy, Pacific Pines Campus. It is one of only two such entities in Queensland. In Years 7 to 9, students in the STEM program study mathematics, science and Launchpad, a subject focused on problem solving and applied higher order thinking. Launchpad replaces an elective option. In Years 10 to 12, work has been undertaken to align the school's science courses with the Griffith University courses in biology, physics and chemistry. A recent initiative is the alignment of the science Excellence Programs in partner primary schools, in particular Pacific Pines State School, with this Griffith University partnership.

eLearning is an identified priority. It is recognised that digital pedagogy offers innovative and creative opportunities to extend student learning experiences. It is recognised as a valuable tool for increasing student engagement in learning. There has been a focus on digital pedagogy in Excellence classes. It is recognised that eLearning should be a significant feature of curriculum delivery in all classroom contexts. Teacher expertise in this area is variable.

Curriculum areas are utilising faculty meetings to enhance professional learning and practice in relation to curriculum and assessment. There is variation in the extent to which faculties are building teacher capacity in these areas. Collaborative planning time is highly valued by staff members.

Written reports are issued each term and consist of ratings for academic achievement, behaviour, attendance and effort, and whether an interview is requested. Specificity in terms of the next steps required to ensure student progress is not included. Scheduled formal interviews are offered to parents twice yearly.

Improvement strategies

Develop a whole-school curriculum plan.

Quality assure the moderation across the school to ensure appropriate rigour in the process.

Quality assure the Excellence Programs to ensure they are providing students with innovative and challenging learning experiences.

Ensure the building of teacher capacity in delivering digital pedagogy is addressed in the school's professional learning plan.

3.7 Differentiated teaching and learning

Findings

School leaders are committed to success for all with a range of differentiation strategies established to cater for the diverse needs of students. Teachers are encouraged to tailor teaching to students' needs and readiness.

The school has implemented testing processes including PAT-R and PAT-M to identify student literacy and numeracy levels and utilises this information to place students in one of three ability level classes for English and mathematics in Years 7 to 9.

This structural arrangement has facilitated targeted support for students in the 'red' classes and extension for students in the 'green' classes. Some teachers express concern that students in the 'middle' may be overlooked and not provided the support they require to achieve their potential.

The school has introduced many Excellence Programs in areas including sport - Australian Football League (AFL), touch football, volleyball and soccer; languages - Japanese; dance; visual arts; and STEM. There are plans to extend the Excellence Programs with the inclusion of Basketball Excellence in 2018.

Most teachers articulate an understanding of the need for differentiation within classes and are able to explain how they utilise data placemats and the class dashboard to access information regarding their students from OneSchool.

Classroom differentiation is articulated as a priority of the school. There is some evidence in various curriculum areas of classroom teachers successfully differentiating classroom practices. It is particularly apparent in practical learning areas. A degree of inconsistency is apparent regarding teacher capacity and confidence in being able to effectively implement differentiation strategies to meet the range of student learning needs. Clear expectations regarding teacher practice have not yet been developed or promoted.

At the time of the review there are 88 students enrolled who are identified under the Education Adjustment Program (EAP) as students with disability. The school has a comprehensive process to identify students operating significantly below their chronological age. 46 students have a current ICP and a further 80 students have an Individual Support Plan (ISP).

The school has recently initiated a more inclusive approach with most SEP students working in an integrated program for most subjects. Special education staff members have been relocated to faculty staffrooms across the school and a cooperative teaching approach has been initiated with the class teacher, special education teacher and teacher aides working as a team in classrooms for English and mathematics. Some students requiring intensive one-on-one support are withdrawn for literacy and numeracy intervention. Flexible timetable arrangements are made for individual students.

The team of staff working in the special education area of the school is experienced and has developed a cohesive and professional approach that results in high quality support and case management for all students with disability or support needs.

The school has identified the need for new pathway options to be available for students with disability in the senior secondary school curriculum in order to cater for the diverse needs and aspirations of students to ensure an authentic pathway.

Improvement strategies

Develop clear expectations for teacher practice regarding classroom differentiation and for evidence of differentiation in planning documents.

Provide opportunities for all staff members to engage in quality PD focused on developing effective differentiation practices.

3.8 Effective pedagogical practices

Findings

The school leadership team recognises that highly effective teaching is the key to improving student learning and has made the recent decision to introduce John Hattie's *Visible Learning* as the basis for a new pedagogical framework for the school to replace the previous Five Pillars school-wide pedagogical framework.

School leaders articulate their expectations that the new pedagogical framework will be utilised by all teaching staff and will underpin the identified improvement priority to improve teacher quality.

The recent change of pedagogical models has meant there are elements of the Five Pillars and Visible Learning discussed when teachers engage in professional dialogue around teaching and learning. Staff members' understanding of Visible Learning and their engagement with Visible Learning are at a very early stage.

It is recognised that under the Five Pillars approach, QA processes were implemented with varying degrees of rigour across faculties. The recruitment of additional coaches, including a visible learning facilitator is planned to support the implementation of the new framework.

There are informal processes for walkthroughs and classroom observations conducted by HODs whereby feedback is predominantly informal. It has been expressed that the HODs will take a lead role in the professional learning of staff members with the introduction of Visible Learning across the school.

There was evidence from senior students and parents about the sufficiency and quality of feedback the students received on drafts of assessment items. Parents recognise that many staff members go 'above and beyond' with keeping them informed regarding assessment through direct email.

There is a school-wide focus on reading and there are highly effective strategies being introduced across junior secondary English and mathematics classes to develop consistent approaches to literacy and numeracy development.

Improvement strategies

Undertake thorough strategic planning, by school leaders, for the implementation of Hattie's *Visible Learning* and transition staff understandings from the previous Five Pillars model to the Visible Learning model.

Continue the implementation of the reading, literacy and numeracy agenda to have school-wide strategies embedded across all curriculum areas and all year levels and utilise recently released data to inform the focus of these school-wide strategies.

Strengthen the alignment of the Instructional Coaching to the new pedagogical framework and provide a systematic framework to provide staff members with formal feedback regarding their implementation of the Visible Learning pedagogical practices.

3.9 School-community partnerships

Findings

The school leadership team, led by the principal, has given high priority to the development of strong school community partnerships especially with local partner primary schools and businesses.

Principals from local primary schools appreciate the recent increase in programs and opportunities for students to link with the school. These links include transition arrangements for Year 6 students and meetings with parents of students with disability to ensure smooth transitions from primary to secondary education. A recent initiative involves Year 6 students being included in Excellence Programs and staff support in the implementation of the science curriculum.

Students have benefitted from the strong links with local businesses and work placement agencies through the involvement of more than 80 students in apprenticeships and traineeships. The school Industry Liaison officer has established partnerships with local providers including Aurora Training Institute, TAFE, Grocon, Major Training, Elysian and Gold Coast School of Hairdressing to facilitate opportunities for students to undertake work placement and work experience.

An integral part of the recent development of Excellence Programs in dance and sports including Pac Power - AFL and Pacific Pines Panthers Basketball has seen the strengthening of partnerships with local clubs and organisations.

The employment of a Marketing and Community Liaison Officer has facilitated the development of quality publications, social media links with parents and community, newsletters, website updates and links with local media outlets to promote and communicate positive relationships with parents and community.

Further opportunities for Year 10 students to undertake work experience is planned for Term 4 with local businesses being encouraged to provide placements. Enhanced tracking processes to gather information on former students post-Year12 are currently being developed.

The school has established strong links with community groups to facilitate post-school transitions for students with disability through programs including the Options program to allow students to complete traineeships.

The school has established strong links with Griffith University Gold Coast and Mt Gravatt campuses, and other universities to provide preservice opportunities for up to 60 students annually that assist the school to identify future graduates for employment.

Parents report strong satisfaction with the opportunities provided to students by the school and the efforts made by the school to communicate with them regarding student attendance, behaviour and progress.

There is some dissatisfaction expressed with the level of consultation prior to the implementation of recent initiatives including the Excellence Programs and the change of the logo. The intent of these initiatives is predominantly supported.

Improvement strategies

Implement documented review processes to monitor the effectiveness of partnerships, responsiveness to business and industry needs, and benefits to students.

Build on positive relationships with local primary schools to enhance successful transitions for students and strengthen professional networks and sharing of expertise.

Extend the current processes used to track Year 12 students to enhance information on the post-school pathways being chosen.