North Lakes State College

Executive Summary

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 **North Lakes State College** from **21** to **25 May 2018**.

The report presents an evaluation of the college's performance against the nine domains of the _National School Improvement Tool_. It also recommends improvement strategies for the college to consider in consultation with its regional office and college 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

Jenny Maier	Internal reviewer SIU (review chair)
Liam Smith	Internal reviewer
Bert Barbe	Internal reviewer
Stephen McLuckie	Peer reviewer
Paul Herschell	External reviewer

1.2 School context

Location:	Joyner Circuit, North Lakes
Education region:	North Coast Region
Year opened:	2012
Year levels:	Prep to Year 12
Enrolment:	3006
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1033
Year principal appointed:	June 2015
Full-time equivalent staff:	204.95
Significant partner schools:	Mango Hill State School, Bounty Boulevard State School, Murrumba State Secondary College
Significant community partnerships:	Remax Real Estate, Queensland Rugby Union, Queensland University of Technology (QUT), University of the Sunshine Coast (USC)
Significant school programs:	Italian Immersion, Signature Basketball, Signature Golf, Signature Rugby

1.3 Contributing stakeholders

College community:

- Principal, dean of students, three heads of campus, 11 deputy principals, 15 Heads of Department (HOD), three guidance officers, Business Manager (BM), five Year Level Coordinators (YLC), four pedagogy coaches, 86 teachers, 12 teacher aides, six ancillary staff members, 22 parents, 100 students, school council chair, and Parents and Citizens' Association (P&C) president, vice president and operations manager.

Community and business groups:

- Indigenous community representative.

Partner schools and other educational providers:

- Principal of Mango Hill State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (Semester 1 2018)
Headline Indicators (Semester 1 2018)	School Opinion Survey 2017
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
Pedagogical coaching communiques	Professional development plans
School pedagogical framework	School newsletters and website
Responsible Behaviour Plan 2016-18	Reading Framework
Internal Moderation Schedule - including improvement targets	School based curriculum, assessment and reporting framework
Expectations for reading and writing in mathematics	New teacher induction folder

2. Executive summary

2.1 Key findings

College leaders and staff members focus their attention on quality teaching and maintenance of the whole-of-college commitment to purposeful, successful learning for the full range of students.

Teachers identify the importance of establishing and maintaining positive, caring and inclusive relationships with students and their families. A strong collegial culture of mutual trust and respect exists amongst teaching staff members in year levels and faculties.

Staff members articulate their belief that every student can be a successful learner if provided with engaging work and timely support at their own rate and stage of learning.

College leaders have introduced a range of support programs to provide targeted support for individuals and small groups of students. In addition, college leaders prioritise and communicate the focus on improved learning outcomes for high achieving students and have introduced a range of strategies including Italian immersion classes.

The college 2018 Annual Improvement Plan (AIP) identifies six priorities for improvement.

A number of teachers articulate a concern regarding the rate of change of improvement initiatives, that they believe is resulting in a lack of time to fully embed the particular initiative. Some suggest that a more systematic approach to implementation, including effective communication channels, would be beneficial in gaining consistency across the college.

The leadership team articulates a shared commitment to improvement that is reflected in the AIP.

The specific roles, responsibilities and accountabilities of key leaders and stakeholders in driving the improvement agenda are yet to be developed and communicated across the college. Processes for measuring progress against each of the priorities are yet to be clarified.

The Responsible Behaviour Plan for Students (RBPS) is based on Positive Behaviour for Learning (PBL) processes.

The PBL team is currently reviewing the RBPS. Many staff members report inconsistent application of the documented proactive strategies, explicit teaching of expected behaviour and utilisation of the whole-of-college consequence flow chart. College leaders identify plans to train key staff members in the Essential Skills for Classroom Management (ESCM) and classroom profiling.

The college has processes for strategic and operational decision making that are led by the college and executive leadership teams.

Many staff members identify that the current structures for decision-making processes are predominantly centralised. Many articulate a desire for greater authentic opportunities to have a voice in strategic and operational decision-making processes.

College leaders clearly articulate a belief that the collection and use of data regarding student performance outcomes is essential to the college improvement agenda.

Conversations between teachers and members of the leadership team that focus on student achievement and consideration of collected data sets appear to occur on an 'ad hoc' basis or as an element of teachers' annual performance planning.

The pedagogical framework provides overarching guidance to support understanding and implementation of the college's preferred pedagogical approaches.

Most teachers agree that this recently revised document provides an accurate and valuable description of the current pedagogical approaches and priorities of the college. Teachers are less able to describe how the document guides their day-to-day classroom practice. The college is yet to develop consistent observation and feedback processes aligned to a college-wide pedagogical approach and identified priority areas.

College leaders encourage teachers to tailor classroom teaching to individual student needs and readiness.

The college takes pride in its inclusive approach that caters, within mainstream classrooms and through additional programs, to the wellbeing and aspirations of the range of social inclusion groups including students with disability, Indigenous students, students on international study programs and students from English as an Additional Language or Dialect (EAL/D) backgrounds.

2.2 Key improvement strategies

Maintain a narrow and sharp focus to the improvement agenda, providing time and support to ensure full implementation of initiatives and embeddedness across the college.

Provide greater clarity to staff members in relation to the explicit improvement priorities, including specific strategies, targets and timelines and the roles, responsibilities and accountabilities of all stakeholders as part of a rigorous Quality Assurance (QA) process.

Finalise the collaborative review of the RBPS; communicate across the college and monitor the consistent implementation of whole-of-college processes.

Review college communication practices to ensure wider opportunities for staff participation in decision making.

Implement a systematic process for teachers and members of the leadership team to regularly discuss student achievement data to reflect on the effectiveness of teaching practice, and the usefulness and utilisation of the assessment tools and tasks.

Collaboratively review the pedagogical framework to establish the agreed teaching approaches and expectations for the college, supported by a collegial agreement for observation and feedback.