

Shailer Park State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Shailer Park State High School** from **17 to 21 May 2019**.

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 implement 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.

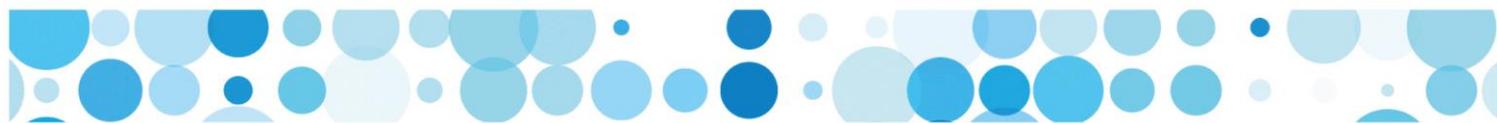
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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

Paul Pengelly	Internal reviewer, SIU (review chair)
Michael West	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Leaf St, Shailer Park
Education region:	South East Region
Year opened:	1980
Year levels:	Year 7 to Year 12
Enrolment:	1020
Indigenous enrolment percentage:	4.6 per cent
Students with disability enrolment percentage:	6.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	986
Year principal appointed:	April 2018
Day 8 staffing teacher full-time equivalent (FTE):	83.71
Significant partner schools:	Shailer Park State School
Significant community partnerships:	GCI Group
Significant school programs:	Excellence programs including Ignite Dance Academy, Sting Futsal Academy, Sting Volleyball Academy, NEXUS – Science, Technology, Engineering and Mathematics (STEM) Excellence



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), eight Heads of Department (HOD), Support Teacher Literacy and Numeracy (STLaN), reading coach, Industry Liaison Officer (ILO), Business Manager (BM), marketing and communications officer, attendance officer, student services officer, six parents, 29 teachers and 58 students.

Community and business groups:

- President of Parents and Citizens' Association (P&C), chair of school council, GCI industry partner representative and community partner.

Partner schools and other educational providers:

- Principal of primary feeder school, Reboot representative and ENABLE cluster representative.

Government and departmental representatives:

- Councillor for Logan City Council, State Member for Springwood, and current and previous ARDs.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Curriculum Map 2019
Headline Indicators (Semester 1, 2019)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview and balance sheet
School Opinion Survey	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School draft data plan	School newsletters and website
Shailer Park SHS professional learning program 2019	SPSHS Student Learning Framework - 2019 draft
AIP 2019 -student behaviours, milestones and teaching practices	Mentoring at Shailer Park SHS Mentor Booklet
School based curriculum, assessment and reporting framework (Draft Learning Framework)	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

Parents, staff, students and community representatives speak of a renewed sense of optimism regarding the school and describe a positive shift in learning culture.

Parents and students speak highly of the quality and caring nature of teaching and support staff. Community members identify a strong sense of wellbeing and nurturing for students at the school. The implementation and development of academy programs are identified as driving a strong message of high expectations.

The school leadership team and staff members articulate the importance of positive and caring relationships to successful learning.

Positive relationships are apparent between students, parents and teachers. Students articulate that they appreciate the work of their teachers. A strong collegial culture of mutual trust and support has been established to promote student and staff wellbeing.

The principal and leadership team have crafted and are driving a strong, research-informed improvement agenda that is expressed in terms of measureable student outcomes.

Annual targets for improvement have been documented and communicated to all staff members. These targets form a broad reference and focus on whole-school improvement. Conversations with teachers indicate an acknowledgement of accountability and responsibility for the achievement of identified improvement targets. Key staff members identify a need for further precision in the improvement agenda to build shared understanding and commitment.

A high priority is afforded to the school-wide analysis and discussion of systemically collected data regarding student learning outcomes.

School leaders present, share and collaborate regarding data at senior leadership team meetings. The school has placed a priority on tracking attendance, effort and wellbeing data that supports the empowered engagement agenda. Some teachers report they would value further opportunities to develop their data literacy skills to enable deeper understandings of utilising student data to optimise differentiation practices.

The leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

Expectations regarding school-wide pedagogical practices have been documented in the school's teaching and learning framework and are linked to the priorities of curriculum intent, assessment, making judgements and feedback. School leaders express a commitment to support teaching staff to build capability in making learning aspirational, personalised, connected and precise. A consistent school-wide approach to the implementation of the framework is developing.

**Teaching staff are highly committed to supporting student learning.**

The school recognises the impact that high quality teaching and learning has on student achievement. Teachers possess experience, confidence and a range of expertise in the fields in which they teach. Some staff members are involved in observation and feedback regarding their classroom practice through the early career mentoring program. A formal whole-school commitment to observation and feedback is yet to be fully developed.

The leadership team is committed to the development of a culture of collegiality and collaboration amongst staff.

The school leadership team views the development of staff into an expert teaching team as central to improving outcomes for students. The identification and sharing of best practice across faculties and year levels is developing. Staff identify that they would value the opportunity to enhance collaborative engagement through Professional Learning Teams (PLT).

The school has a strategic and focused approach to establishing the profile of the school in the community.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, and local businesses and community organisations. Partnerships are extensive and apparent across the school. These partnerships offer support and provide access to resources and services to support learning opportunities for students.

The school has embarked on a significant initiative to enhance wellbeing and engagement.

The school's 'language for learning' mantra and the culture of connection is emphasised through the articulated 'line of opportunity', the 'five faces and three brains' check and connect strategy, and learning quadrants. The impact and early positive outcomes associated with this strategy are readily acknowledged by all those associated with the school community.



2.2 Key improvement strategies

Implement clear and robust processes to communicate, monitor, measure and quality assure elements within the identified improvement agenda.

Enhance and quality assure teacher data literacy capabilities to facilitate deeper understanding of learning needs, and associated differentiation strategies for continuous improvement of student outcomes.

Develop a sharp focus on implementing the school's pedagogical framework and the associated strategies to ensure deliberate, targeted and aligned classroom practice; quality assure through systematic monitoring, coaching and mentoring.

Build a culture of professional growth through formalised observation, feedback, coaching and mentoring opportunities for all teachers.

Implement a systematic approach for teachers and teaching teams to intentionally collaborate and share quality teaching practices targeted at improving student outcomes.