

# Albany Creek 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 Education Improvement Branch (EIB) at **Albany Creek State High School** from **13 to 16 July 2020**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Cameron Hodges	Internal reviewer
Heather Murry	Peer reviewer
Ken Rogers	External reviewer



## 1.2 School context

<b>Location:</b>	Albany Forest Drive, Albany Creek	
<b>Education region:</b>	Metropolitan Region	
<b>Year opened:</b>	1981	
<b>Year levels:</b>	Years 7 to 12	
<b>Enrolment:</b>	1486	
<b>Indigenous enrolment percentage:</b>	2.4 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4.91 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	11.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1046	
<b>Year principal appointed:</b>	2015	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), two guidance officers, 12 Heads of Department (HOD), 53 teachers, Indigenous Education Worker (IEW), four administrative assistants, two scientific operations officers, four teacher aides, two Information Technology (IT) assistants, Defence Transition Mentor, chaplain, 92 students, president and secretary of Parents and Citizens' Association (P&C), and chair of the school council.

Community and business groups:

- Representative from Rotary Club of Albany Creek, representative from Picabeen Community Association, representative from Raise, representative from Pine Rivers Returned and Services League of Australia (RSL) and representative from The Wealth Academy.

Partner schools and other educational providers:

- Principal of Albany Hills State School, principal of Albany Creek State School, principal of Eatons Hill State School and principal of Bunyaville Environmental Education Centre (EEC).

Government and departmental representatives:

- State Member for Everton, Councillor for Moreton Bay Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets 2020	Professional development plans
School pedagogical framework	School newsletters and website
School data plan 2020	NASOT Strategic Plan 2020-2024
School Opinion Survey	School Improvement Priorities 2017-2020
Responsible Behaviour Plan for Students 2018-2020	Whole School Curriculum and Assessment Plan 2020
Literacy and Numeracy Improvement Plan 2020-2023	ASOT Strategic Plan 2017-2020





## 2. Executive summary

### 2.1 Key findings

**Executive leaders articulate clear beliefs for learning and have established high expectations for achievement, behaviour, engagement and attendance.**

These are regularly communicated at assemblies and in school newsletters. The school's vision, *'Innovative Thinkers – Successful Learners – Connected Community'* is apparent in a range of artefacts across the school including signage, publications and the school website. Staff members are dedicated to improving learning outcomes for all students.

**Leaders and staff members articulate that curriculum development has been one of the components of the school's Explicit Improvement Agenda (EIA) for three of the past four years, with significant energy and attention focused on a well-articulated curriculum, effective curriculum design, and implementation of the curriculum aligned to the Australian Curriculum (AC).**

School leaders recognise the importance of an explicit and coherent plan for the delivery of curriculum, assessment and reporting across the school, thereby providing a foundation for consistent teaching and learning expectations and a reference for monitoring learning across the school. Three levels of planning are documented including a whole-school curriculum plan, year level plans and unit plans. These provide a foundation for consistent teaching and learning expectations and a reference for monitoring learning across the school. Stringent Quality Assurance (QA) processes are embedded practices at the school.

**The principal and other school leaders place a high priority on understanding and addressing the learning needs of all students in the school.**

The school works proactively to identify and recruit staff with the required skills to meet the academic and welfare needs of students. Staff are deployed in ways that best address the learning needs of all students in the school and that make the best use of available staff expertise and interest. The school has undertaken a long-term strategic approach to enhance the physical environment and available facilities to meet the demands of a rapid increase in enrolments.

**All teachers and leaders are committed to identifying, understanding and implementing improved pedagogy in the pursuit of the best possible outcomes for students.**

School leaders articulate a shared belief that research-validated pedagogy creates high quality teaching that, in turn, promotes deep understanding, develops successful learners, and improves student performance. The school has devoted significant time and effort to developing teacher knowledge, understanding and implementation of The Art and Science of



Teaching<sup>1</sup> (ASOT). Some teachers indicate they are yet to receive ongoing detailed feedback regarding their classroom practices by school leaders.

**Teachers are proud of their achievements in producing quality curriculum and assessment documentation aligned to new Queensland Curriculum and Assessment Authority (QCAA) senior syllabi.**

Teaching staff members indicate that a priority has been given to the development of the new senior curriculum. The school has extensive subject offerings in Years 11 and 12, with students able to select from 25 general subjects, 14 applied subjects, and three Vocational Education and Training (VET) courses. Students, parents, and community representatives identify the need for the school to provide additional options in VET to better meet the needs, interests, aspirations and pathways of all students.

**School leaders express a strong commitment to success for all students.**

There is an explicit whole-school expectation that differentiation of teaching and learning will be used across the school to support the learning of every student. The research-based co-teaching model implemented at the school is published as 'The Co-Teaching Cycle at Albany Creek SHS'. School data indicates that where this model has been implemented with fidelity, a positive impact on student learning is apparent. School leaders are committed to the continued sharing of best practice of co-teaching and capability development amongst the teaching staff. This best practice has been shared at state conferences for special education practitioners.

**School leaders have a shared belief that effective schools are able to make a substantial difference in the achievement of students.**

The principal articulates that the combination of well-articulated curriculum, a safe and orderly environment, and high skilled teachers are pre-conditions for student learning. The school has a documented Collegial Engagement Strategic Plan, with teachers participating in focused observations, open classrooms, Professional Learning Communities (PLC), and a range of workshops and seminars. Teachers speak positively regarding the opportunities provided to enhance their professional knowledge and capabilities. Some teachers articulate a desire for further enhancement of opportunities for them to participate in observation of effective pedagogy.

**School leaders are united in the belief that the systematic use of data is a key driver for student improvement.**

They recognise the importance of rigorous analysis, monitoring and sharing of student academic, engagement, transition, attendance, behaviour and wellbeing data. Some teaching and non-teaching staff members express a willingness to be involved in additional

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<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



Professional Development (PD) regarding the analysis of diagnostic testing and implications for student learning.

**The tone of the school is warm, calm and inviting.**

The principal, school leaders and staff are committed to the development of an environment reflective of high expectations that all students will learn successfully. Students are welcoming, confident, and respectful. All teachers speak of the strength of collegial relationships in the school. They value the willingness of their colleagues to share resources and the professional and personal support provided in all workspaces.

**The school leadership team recognises the importance of developing and maintaining quality partnerships with organisations, locally, within the state, nationally and internationally.**

The principal and school leaders make deliberate and strategic use of partnerships with families, local businesses, community organisations and local primary and secondary schools. The principal is recognised as a leader in both primary and secondary principals' clusters and for their influence in increasing the focus on leadership development.





## 2.2 Key improvement strategies

Enact a systematic approach to quality assure the implementation of the school's pedagogical approaches, through lesson observation and feedback to teachers by school leaders.

Expand VET curriculum offerings to meet the needs, interests, aspirations and pathways of all students.

Collaboratively develop a capability development program for all learning connections staff focused on delivering consistent, high level support for all identified students and their teachers.

Embed collegial engagement practices across the school leading to continual improvement in classroom practice.

Develop and implement a differentiated data literacy PD program encompassing the sharing of best practice from within the school.