

# Albany Creek State High School School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







## Acknowledgement of Country

We acknowledge the shared lands of the Turrbal and Yuggera nations and the Turrbal and Yuggera people of the Yuggera language region.

## About the school

Education region	Metropolitan North Region
Year levels	Years 7 to 12
Enrolment	1570
Indigenous enrolments	2%
Students with disability	16.8%
Index of Community Socio-Educational Advantage (ICSEA) value	1055

## About the review

 4 reviewers from 20 to 21 August 2024	 56 students	 23 parents & community
 104 school staff	 16 staff and student forums	 58 individual conversations

## Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

### Domain 1 – Driving an explicit improvement agenda

Collaboratively review the vision, values and motto to promote clarity about the school's compelling narrative within the school and wider community.

### Domain 3 – Promoting a culture of learning

Prioritise harnessing the positive voice of students, parents and staff to celebrate staff contributions and student outcomes to promote an inclusive and aspirational culture for learning.

### Domain 5 – Building an expert teaching team

Prioritise additional time for staff to participate in professional learning and sharing opportunities to interpret, analyse and evaluate data and plan and reflect on teaching and learning.

### Domain 8– Implementing effective pedagogical practices

Prioritise the development of a shared language about pedagogy that enables an effective school-wide approach to teaching and learning.

### Domain 4– Targeting school resources

Review budget development, allocation and expenditure practices to ensure available resources are effectively deployed to address the needs of the school community.

## Key affirmations



### The leadership team has absolute clarity on the roles they explicitly play in driving the school's improvement agenda.

Members of the leadership team and other staff articulate the role that all leaders play in implementing the Explicit Improvement Agenda (EIA). There is strong alignment between leaders' portfolios and the actions that support improvements in teachers' capability and curriculum delivery, and students' academic, wellbeing and engagement outcomes. Clear processes are established to systematically monitor progress and review and refine strategies and interventions at student, class, faculty and school levels to ensure the work is data-driven, aligned, and focused on improvement. The school council values the collaborative process to develop the EIA and the regular progress updates.



### The school has a strong collegial culture fostered through collaboration and sharing of practice for all staff to enhance student learning.

Leaders and teachers articulate a positive collegial culture across the school. Formal and informal processes encourage teacher collaboration to provide opportunities for teachers to focus on curriculum, pedagogy and cross-faculty student learning outcomes. Many teachers express that the opportunities to share and develop practice are highly valued. Beginning and early years teachers convey appreciation for the support provided through mentor, school-based and external provider programs focused upon building teachers' expertise in school-wide processes, and teaching and learning.



### Teachers express high levels of satisfaction in the newly established Head of Student Services (HOSS) roles.

Staff highlight how the recent introduction of HOSS positions has provided teaching staff with increased support. Teachers reference the visibility, availability and efficiency of these key staff and the associated model contributing to the initial success of this initiative. Leaders describe the opportunity to re-focus on working proactively with staff in relation to curriculum and pedagogy.



### Teachers have established strong, professional relationships and networks, and are committed to achieving optimal student achievement and outcomes within an inclusive cultural setting.

Teachers and leaders describe the collegial relationships that underpin team collaborations to design, deliver and quality assure teaching and learning and nuanced learning experiences. Teachers describe the strength of working with colleagues to plan for, and implement, specific tailored strategies to meet the learning needs of their students. Many students praise the efforts of teachers in supporting their learning and reinforcing high expectations for achievement. Teachers describe regular communication processes to engage parents and form productive learning partnerships. A range of curriculum extension and enrichment, and co-curricular, activities led by teachers provide opportunities for students to engage and excel in their talents and interests, and strengthen connection to the school. Staff and some students refer to recent celebratory events, such as National Aborigines and Islanders Day Observance Committee Week, the Parade of Nations, Spirit Week and fundraising, as successful first steps in progressing a positive, fully inclusive school culture.



### A quality assured curriculum with an established review cycle has been implemented to ensure it meets system expectations and the contemporary needs of the local community.

The school has enacted a whole-school curriculum plan that enables broad offerings across Years 7 to 12 that is shared with all members of the school community through the school website. Leaders and school staff describe the established quality assurance processes driven by the curriculum committee to ensure that teachers and students engage in aligned assessment items to best demonstrate student knowledge and skills. Internal and external moderation processes are regularly scheduled and provide valuable feedback, calibration and collegial sharing for leaders and teachers. Curriculum renewal is an annual process and leaders describe new senior subjects including additional Vocational Education and Training offerings. A significant focus is the review and development of a new Year 10 approach through the Curriculum Futures 2025 initiative.