

Victoria Point State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Victoria Point State High School** from **25 to 28 June 2018**.

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

Wayne Troyahn	Internal reviewer, SIU (review chair)
Shona McKinlay	Peer reviewer
Julie Pozzoli	Peer reviewer
John Wessell	External reviewer



1.2 School context

Location:	Benfer Road, Victoria Point
Education region:	South East Region
Year opened:	1997
Year levels:	Year 7 to Year 12
Enrolment:	1185
Indigenous enrolment percentage:	6.5 per cent
Students with disability enrolment percentage:	11.6 per cent based on 2017, defined by Disability Discrimination Act (DDA)
Index of Community Socio-Educational Advantage (ICSEA) value:	973
Year principal appointed:	2014
Full-time equivalent staff:	87.7 teaching 16.82 non-teaching
Significant partner schools:	Victoria Point State School, Redland Bay State School, Russell Island State School, Macleay Island State School
Significant community partnerships:	Sharks AFL, Australian Business and Community Network (ABCN), Traction, Redlands City Council, yourtown, The Cage Youth Foundation, Broncos, Quandamooka Yoolooburrabee Aboriginal Corporation (QYAC)
Significant school programs:	Programs of Excellence - AFL, Media, Robotics, Dance, Academic, LEAP



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 11 Heads of Department (HOD), 58 teachers, two Indigenous community representatives, youth support coordinator, teacher mentor - New Art and Science of Teaching (ASoT), new and beginning teacher mentor, primary schools liaison officer, industry liaison officer, six office staff members, three education support officers, scientific officer, facilities officer, 73 students, chaplain, school-based police officer, Parents and Citizens' Association (P&C) president, tuckshop convenor and uniform shop convenor.

Community and business groups:

- AFL Development Program, yourtown and Live Streaming Brisbane.

Partner schools and other educational providers:

- Principal Redland Bay State School, principal Victoria Point State School, principal Macleay Island State School and principal Russell Island State School.

Government and departmental representatives:

- Local Councillor Division 4 Redland City Council and Redland City Council Deputy Mayor, Local Councillor Division 6 Redland City Council, State Member for Redlands and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview (2018)
Professional learning plan 2018	Positive Behaviour for Learning Guide
School improvement targets	Pedagogical Schema
School pedagogical framework	Professional Development Summary
School data plan	Faculty Action Plans
Responsible Behaviour Plan	School Opinion Survey (2017)
Curriculum planning documents - Curriculum Plan and Faculty area maps	School newsletters, Facebook page and website



2. Executive summary

2.1 Key findings

The school's values are *'Integrity, Respect and Responsibility'*.

The tone and the culture of the school are predicated upon these three school values. School leaders recognise a climate of positive relationships across the school is critical to ensuring every student is capable of successful learning.

The school leadership team is driving an Explicit Improvement Agenda (EIA) based on school data.

This data is used to guide improvement in school performance in line with state and regional targets. The school has clearly articulated strategies for improving wellbeing in addition to improving student achievement. The EIA provides the basis for school direction in 2018 as is reflected in key school documentation. Staff members are committed to continual improvement of student outcomes in all areas.

The school promotes student learning and wellbeing by partnering with a broad range of education and training institutions, local businesses and community organisations.

Extensive strategic links with employers and training providers develop opportunities for large numbers of students to engage in School Based Traineeships or Apprenticeships (SATS), certificate courses and alternative opportunities. Successful student outcomes from community involvement are apparent through the high level of attainment of apprenticeships, traineeships, employment for students, and the vast number of businesses that initiate contact with the school to provide opportunities for students. School partnerships with sporting organisations have enhanced school facilities and opportunities for students and staff members.

The school has developed and documented a Responsible Behaviour Plan for Students (RBPS).

The RBPS details the range of referral processes to be utilised in response to the relevant behaviour demonstrated by students. There is a widespread staff member expectation regarding Positive Behaviour for Learning (PB4L/PBL) delivering changes to the behaviour management culture when it is implemented. Staff members report that there is a degree of confusion regarding the implementation of the program.

A strong collegial culture is apparent amongst teaching and non-teaching staff members.

There is a shared commitment to supporting each other and engaging in a range of collegial interactions and professional learning conversations to promote staff members' capability. These conversations and interactions are more apparent within staffrooms and in faculty discussions. Some staff members express the belief that there is a level of disconnect between school leaders and staff members.



The school executive team looks forward to the completion of the development of a collegial engagement program to provide opportunities for classroom observations and feedback.

This process is recognised as a means of developing the teaching team. Teachers involved in mentoring state that they appreciate the support they receive from their mentors. The majority of teachers interviewed articulate that their Heads of Department (HOD) visit classes in an informal manner. Most teachers articulate that they have strong support from their peers. Currently, a structured observation and feedback program is not apparent.

School staff members are committed to improving the quality of teaching and learning in all areas of the school, guided by the school leadership.

Each member of the school administration has identified roles and responsibilities linked to the EIA areas. Some staff members report that a degree of confusion created by the changes in school leadership roles and responsibilities has had an impact on the smooth enactment of school policy and procedures.

The school has processes and practices to identify and respond to student needs through the allocation of staff members and resources.

The resource scheme enables the school to provide resources for learning. The current take up rate of this scheme by families is not extensive. Staff members report a degree of concern regarding the potential impact on student learning if and when students are not able to fully access suitable resources.

The school has a comprehensive Facebook page that is used to inform and celebrate school events, activities and successes.

The school, individual students and staff members have been recognised for their exemplary practices in the area of senior pathways. It has been reported by some staff and external partners that a need to further market the 'great things' that happen in the school to the wider community exists. Community members state that the profile of the school could further improve through the development of a stronger public profile, sharing of positive stories and a stronger physical presence for visitors.

A culture of inclusion is embraced across the school.

Staff members indicate that the full inclusion model meets the diverse needs of most students. Students in the 'high impact for learning' classes present with a range of learning levels. The mainstream teacher and co-teacher - Special Education Teachers (SEP) or learning support teacher - differentiate the classwork to accommodate the learning needs of each student. Staff articulate that the full inclusion model has generated an increased workload for teaching staff members.



Programs have been developed in sport, media and Science, Technology, Engineering and Mathematics (STEM) in a number of feeder primary schools.

These are identified as valuable components of the transition process and primary principals identify the desire to expand the programs. The transition activities are valued by students and parents. Relationships between the school and two feeder schools have recently been enhanced through the Beanie for Brain Cancer initiative led by the school principal and implemented by staff members and students.

The school's P&C has a focus on supporting the school through improving communication and information for parents.

The P&C has mapped out communication topics for the year around important issues for parents and at each P&C meeting presents relevant information to parents. The school helps promote these sessions through Facebook and Twitter and the sessions have been successfully implemented. The P&C president and parents report that the school has extensive communication pathways with parents, including Facebook, QParents, postcards or letters, an abundance of emails from teachers, and the newly introduced senior electronic diary.



2.2 Key improvement strategies

Collaboratively develop, implement and monitor a systematic behaviour management plan including the implementation of PBL, across the school community.

Collaboratively develop and implement a school-wide strategy for growing a culture of mutual respect amongst all stakeholders.

Build teacher capability through the development and implementation of a documented, strategic, school-wide coaching and feedback process, including a collegial engagement process.

Collaboratively review the roles and responsibilities of all key leaders, communicate with the whole school, and ensure full understanding of the roles and responsibilities for the school community.

Review the student resource scheme to ensure there is no impact on student learning through non-payment of fees.

Further develop the school's reputation in the wider community through a focused marketing campaign and public relations opportunities.

Review the full inclusion model to ensure that student learning needs are met and staff members' workload is managed effectively.