Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia’s cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.
Contents

1. Introduction ....................................................................................................................... 4
   1.1 Review team .................................................................................................................. 4
   1.2 School context .............................................................................................................. 5
   1.3 Contributing stakeholders .......................................................................................... 6
   1.4 Supporting documentary evidence ............................................................................ 6
2. Executive summary .......................................................................................................... 7
   2.1 Key findings .................................................................................................................. 7
   2.2 Key improvement strategies ....................................................................................... 10
3. Snapshot of previous school review ................................................................................ 11
4. Findings and improvement strategies against the domains ............................................ 12
   4.1 An explicit improvement agenda ................................................................................ 12
   4.2 Analysis and discussion of data .................................................................................. 14
   4.3 A culture that promotes learning ................................................................................. 17
   4.4 Targeted use of school resources .............................................................................. 20
   4.5 An expert teaching team ............................................................................................. 23
   4.6 Systematic curriculum delivery .................................................................................. 25
   4.7 Differentiated teaching and learning .......................................................................... 28
   4.8 Effective pedagogical practices ................................................................................. 31
   4.9 School-community partnerships ................................................................................ 33
1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at Redlynch State College from 9 to 12 September 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)
Darren Marsh Internal reviewer
Llew Paulger Peer reviewer
Valerie Hadgelias External reviewer
# 1.2 School context

<table>
<thead>
<tr>
<th><strong>Location:</strong></th>
<th>Jungara Road, Redlynch</th>
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<tbody>
<tr>
<td><strong>Education region:</strong></td>
<td>Far North Queensland Region</td>
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</table>
| **Year opened:** | 1932 – original primary school  
2007 – Redlynch State College |
| **Year levels:** | Prep to Year 12 |
| **Enrolment:** | Prep to Year 6 campus – 797  
Year 7 to Year 12 campus – 1055  
Total – 1852 |
| **Indigenous enrolment percentage:** | 11 per cent |
| **Students with disability enrolment percentage:** | 6 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 1012 |
| **Year principal appointed:** | 2012 |
| **Day 8 staffing teacher full-time equivalent (FTE):** | 123 |
| **Significant partner schools:** | Freshwater State School, Caravonica State School, Smithfield State High School |
| **Significant community partnerships:** | Redlynch State College Community Partnerships program: Jonathon Thurston Academy, Genesis Fitness Centre, Kenfrost Homes, Harleys; TheSPACE; Final Touch Production; Club Training Australia; Blue Dog Training |
| **Significant school programs:** | Writing cluster project, entrepreneurs program, Redlynch Arts Centres of Excellence – dance, visual arts, music, drama, Live Production Enterprise, science excellence program, Rugby League engagement program, athlete development program |
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, two heads of campus, five deputy principals, 14 Heads of Department (HOD), four Business Managers (BM), two Heads of Special Education Services (HOSES), six deans, 40 teachers, nine teacher aides, two guidance officers, school officer, two cleaners, two canteen convenors, six administration officers, 84 students, 22 parents, wellbeing officer, wellbeing coordinator and science operations officer.

Community and business groups:

- Parents and Citizens’ Association (P&C) representative, school council chair and five community partners.

Partner schools and other educational providers:

- Primary partner school principal.

Government and departmental representatives:

- Councillor of Cairns Regional Council, State Member for Barron River and ARD.

1.4 Supporting documentary evidence

- Annual Implementation Plan 2019
- Investing for Success 2019
- Headline Indicators (April 2019 release)
- OneSchool
- College Professional learning plan 2019
- School improvement targets
- School pedagogical framework
- School data plan
- School Opinion Survey
- PBL Action Plan
- School based curriculum, assessment and reporting framework
- Report card and NAPLAN update – Semester 1 2019

- Explicit Improvement Agenda 2019
- Strategic Plan 2015-2018
- School Data Profile (Semester 1, 2019)
- School budget overview
- Curriculum planning documents
- School differentiation plan or flowchart
- Professional development plans
- School newsletters and website
- RSC Strategic Framework
- Responsible Behaviour Plan for Students
- RSC Teacher Development and Support Continuum
2. Executive summary

2.1 Key findings

The college holds a reputation for providing quality education and extensive opportunities for students, with a high priority on student and staff wellbeing.

Staff speak highly of the levels of collegiality and support within the staff team. Parents, students and staff members all refer to a sense of belonging. The college is described as a positive and caring environment for students, whereby the nurturing of student and staff wellbeing is a strength. In recent years there has been an emerging recognition of the importance of supporting staff wellbeing. This has become a strong focus in the primary and secondary campus, with active teams working to support staff. Additionally, the college has made a long-term investment in employing a wellbeing officer to support students, parents and staff.

The college has developed a deliberate strategy to engage and connect with local community businesses in authentic, sustained and mutually beneficial partnerships.

Some partnerships established by the college demonstrate a level of sophistication and longevity that ensures that these relationships are mutually beneficial and sustained. Partnerships and enterprises such as Live Production are now widely recognised and respected across the Far North Queensland Arts and entertainment community for their ‘industry ready’ preparation and training. This enterprise leads to direct pathways for employment and further education for the students involved. Partnerships are futures-focused and have been established in response to, and in support of, an identified need. Considerable effort is made in understanding students’ needs, identifying appropriate partners to address those needs, and planning the details for community partner engagement.

Leaders articulate an unrelenting focus on a range of targeted strategies to ‘stretch the success’ of students as the foundation for future improvement.

The improvement focus for 2019 is identified in the Annual Implementation Plan (AIP) as ‘Stretching Student Success’. This identified priority is underpinned by a further 10 strategies and 72 actions. When discussing the college Explicit Improvement Agenda (EIA), most staff confidently identify Stretching Student Success as the key priority. Further discussion regarding the significance of the EIA to individual staff members elicits a considerable range of responses, some of which reflect a degree of alignment to the stated priority strategies. Teachers suggest that the range and complexity of the strategies identified within the context of the current EIA impact on communication and understanding. They identify a need to refine the agenda and capture an articulated EIA more precisely, in order to facilitate clarity, understanding, and united commitment.
The college’s teaching and learning pedagogical framework has been developed around the Dimensions of Teaching and Learning (DoTL).

Staff members and leaders identify that the published framework is yet to include a clearly defined set of signature pedagogies to drive consistent understanding and practice across the site. Staff identify previous recognition of Archer and Hughes’ Explicit Instruction (EI) as the college-wide pedagogy, and some staff readily refer to EI as their foundation practice. Conversations with teachers across the college indicate that a wide range of pedagogical approaches are implemented in teachers’ practices according to the context of student learning needs. Some staff suggest that a clear reference to signature pedagogies will assist with clarity and precision regarding minimum expected common practices.

The executive principal identifies building staff capability as central to the continuing improvement agenda at the college.

The college seeks ways to build a college-wide, professional team of highly capable teachers, including those who undertake active leadership roles beyond the classroom. A Teacher Capability Development Framework (TCDF) has been developed and includes a range of strategies to be enacted, including Annual Performance Development Plans (APDP), formal observations, informal observations, mentoring and coaching, to develop teacher expertise in quality pedagogical practices. Teacher observation and feedback practices are apparent across the campus, with variation in levels of participation and rigour. There is an emerging culture of intentional collaboration, with leaders encouraging staff to seek out opportunities to learn from others. Most teachers describe variable patterns of engagement with the elements of the TCDF and suggest that a clear understanding regarding expectations for every teacher is yet to be established.

The college’s expectations of ‘Respect, Safety, and Commitment to Learning and Wellbeing’ are explicitly taught across the college and regularly reiterated at college assemblies, in classes and in college newsletters.

The college has an explicit and comprehensive code of conduct outlined in the Responsible Behaviour Plan for Students (RBPS) that clearly defines minor and major behaviour infringements and corresponding consequences. It provides a framework of expected student behaviours. The Positive Behaviour for Learning (PBL) framework has underpinned the college’s behaviour management process for a number of years. A PBL committee on each campus oversees the implementation of PBL strategies. There is an expressed whole-college commitment to the embedding of universal practices. Some staff in the secondary campus express a degree of concern regarding the level of consistency in adhering to PBL processes and the level to which PBL is embraced as the college’s behaviour management philosophy.

An explicit, coherent, sequenced plan for curriculum delivery across Prep to Year 6 and Years 7 to 12 makes clear what and when teachers should teach and students should learn.

College leaders work with teachers to develop their capability in understanding and applying the Australian Curriculum (AC) across the learning areas. Teachers appreciate the opportunity to work with leaders in developing their AC capability, articulating that further opportunities to enhance their knowledge and understanding would be greatly valued. The college is focused on delivering clear AC alignment for each of the learning areas in the lead up to full implementation in 2020.

The college places a high priority on attracting, retaining and developing the best possible teachers.

Students, parents and community representatives agree that college teachers provide a caring and supportive learning environment as a foundation for quality learning. Teachers are united in their commitment to developing positive relationships with students and take personal and collective responsibility for improving student learning and wellbeing. Staff members are committed to supporting the learning of their students. They express a view that quality teacher-student relationships are fundamental to maximising student learning outcomes. Students refer to the strong sense of community the college has created and describe their teachers as highly committed to their successful learning and their wellbeing.
2.2 Key improvement strategies

Further refine and clarify the scope of the identified EIA to enhance college-wide understanding of, commitment to, and communication of identified priorities.

Collaboratively define the college’s signature pedagogical practices, in conjunction with clear expectations for consistent implementation.

Embed whole-college commitment to observation, feedback, coaching and mentoring, as a driver for consistent, site-wide pedagogical practice, and include a clear articulation of the expected accountability for every staff member.

Quality assure enactment of the existing RBPS to ensure consistent understanding and implementation of PBL across the college.

Enhance the focus on building capability of all teachers as AC experts.
3. Snapshot of previous school review

The last review carried out at the school was conducted from 17 to **19 February 2015**. The school’s Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2015 review was identified as 1018 and the school enrolment was 1764 with an Indigenous enrolment of 7.8 per cent and a student with disability enrolment of 6.8 per cent.

The key improvement strategies recommended in the review are listed below.

- Sharpen the focus of the improvement agenda so that all staff can readily identify the key priorities and operationalise these in their settings.

- Continue to focus Professional Development (PD) activities on developing teachers' data literacy, skilled use of differentiated practice and deep understanding of the pedagogical framework. Embed these foundations consistently across the college.

- Continue to support staff in the Positive Behaviour System (PB4L) program to ensure consistent implementation across the whole college.

- Further develop the coaching program so that it encompasses an instructional feedback model for all teachers. Ensure effective tracking processes are in place.

- Further develop the capacity of all classified school leaders to operate as instructional leaders.

- Ensure greater collaboration between the Prep to Year 6 and Year 7 to Year 12 campuses to ensure a seamless vertical alignment of curriculum planning and delivery.
4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The college principal and college leaders are united and committed to the development and implementation of a strategic, whole-college approach to improving student learning outcomes. They have developed an improvement agenda that is grounded in evidence from research, and predominantly expressed in terms of measureable outcomes for students. Leaders articulate an unrelenting focus on a range of targeted strategies to stretch the success of students, as the foundation for future improvement.

Redlynch State School was situated in Freshwater Creek Valley, north of Cairns, and was first opened on its original school site in 1932. The new primary campus on the current site was opened in 1994 with an enrolment of 180 students. After strong lobbying from the local community, Redlynch State College commenced in 2007, opening its doors to students in Years 7 and 8. The college matured to a full P-12 campus in 2011, and today features an enrolment of approximately 1850 students.

In earlier times as a small primary school, Redlynch State School students and teachers would greet and wave to passengers on the Kuranda Scenic Train every morning. This tradition evolved to become the school’s motto, ‘On The Tracks To Success’, and captures a sense of aspiration through students working to their best abilities to be ‘on track’ for their futures. The college vision – ‘Learning in our valley. Thinking beyond the hills’, reflects a commitment to continuously thinking beyond the hills to ensure every student achieves paid employment, a trade apprenticeship, or further studies in Technical and Further Education (TAFE) or university.

The college community has developed three behavioural expectations of ‘Respect, Safety, and Commitment to Learning and Wellbeing’, and these expectations are constantly referenced to inform and nurture strong and positive learning engagement. The college-wide ethos of ‘Respect, Success, Connections, Equity, and Quality’ (RSCEQ), is referenced through extensive signage, through college media, in assemblies, through induction programs, and in the daily vernacular. The ethos, together with the motto, vision and behavioural expectations, is utilised to shape a sense of community, belonging and identity around what it is to be a Redlynch State College student.

The improvement focus for 2019 is identified in the AIP as Stretching Student Success. This identified priority is underpinned by a further 10 strategies and 72 actions. The leadership team articulates the use of current and historical performance data to establish these focus areas for improvement. The improvement agenda is communicated to staff members and the broader college community through the published AIP.

When discussing the college EIA, most staff confidently identify Stretching Student Success as the key priority. Further discussion regarding the significance of the EIA to individual staff members elicits a considerable range of responses, some of which reflect some alignment to the stated priority strategies. Teachers suggest that the range and complexity of the
strategies identified within the context of the current EIA impact on communication and understanding. They identify a need to refine the agenda and capture an articulated EIA more precisely, in order to facilitate clarity, understanding, and united commitment.

Targets are established to facilitate monitoring of initiatives and celebrate success of elements within the college’s improvement agenda. These targets are documented within the context of the AIP, and are shared with the community through Parents and Citizens’ Association (P&C) forums and the college website. Some teachers are able to discuss targets relating to reporting outcomes. Leaders identify a process to monitor progress toward the EIA through the published Annual Action Plans (AAP).

In response to the previous review process, a number of strategies have been introduced to enhance connectedness between the primary and secondary campuses, and through the identified sectors. Initiatives include Learning Links, Information and Communication Technology (ICT) strategy, literacy strategy and the numeracy strategy. Some teachers identify the opportunity for further enhancements to connectedness between campuses as a key strategy to drive the next level of improvement, particularly in curriculum and staff collaboration.

College leaders have established high expectations for student attendance, learning engagement, behaviour and targeted academic achievement. These expectations are regularly communicated in newsletters, meetings and at college assemblies. Students describe clear and consistent messaging from staff members regarding the importance of high levels of attendance, good behaviour and personal effort to support success in learning.

Teachers are united in their commitment to developing positive relationships with students. They express a view that quality teacher-student relationships are fundamental to maximising student learning outcomes. A significant commitment to nurturing wellbeing is apparent. Students, parents and community representatives articulate that college teachers provide a caring and supportive learning environment as a foundation for quality learning.

**Improvement strategies**

Further refine and clarify the scope of the identified EIA to enhance college-wide understanding of, commitment to, and communication of identified priorities.

Investigate opportunities to further enhance intentional P-12 staff collaboration regarding curriculum and capability building.
4.2 Analysis and discussion of data

Findings

The college has developed and is implementing a plan for the systematic collection of a range of student outcomes data known as the P-12 Data Capture and Assessment Plan. The plan is divided into P-6 campus and 7-12 campus. A range of standardised, formative and summative assessment tools is utilised from the plan to monitor college-wide achievement and progress in literacy, numeracy and other learning areas.

Some teachers articulate that the purpose for collecting and analysing some of the datasets from the data capture and assessment plan is yet to be clear. They report a desire to deepen their understanding of the utilisation of data to further inform their teaching and the next steps for student learning. The college data leaders include the heads of campuses and Head of Department (HOD) – teaching and learning.

Teachers report accessing the OneSchool dashboard facility at the beginning of the year to develop a ‘snapshot’ of their class. This information includes individual attendance, behaviour, learning achievement and an outline of learning support needs that may exist for students in the class. This information is utilised to differentiate teaching and learning approaches to meet the learning and wellbeing needs of students.

Since the previous review the college has focused on providing a range of PD opportunities to build staff data literacy. Primary campus teachers participate in the ‘talking data’ process each term. The case management approach includes teachers working with middle leaders to unpack student data including the development of teaching and learning strategies to support learning improvement. Primary campus curriculum and secondary faculty meetings provide teachers with the opportunity to meet with HODs to analyse whole-school, year level and class data to identify the next steps for teaching and student learning. The secondary school English faculty utilises placemats to map student achievement and differentiation approaches to support student learning. Teachers articulate a desire to further use data to identify gaps in student learning and to inform their teaching and the next steps for student learning.

An end-of-year internal school review process is conducted at the college to inform school-level decisions, interventions and initiatives for the forthcoming year. This includes the collection and analysis of National Assessment Program – Literacy and Numeracy (NAPLAN), Level of Achievement (LOA) and school-based diagnostic and formative data aligned to strategies of the EIA. College leaders present a report to the executive leadership team in relation to the progress, success and areas for development of the associated EIA areas. The review informs the next steps for the college’s AIP and EIA. College leaders articulate that the review process is assisting to build a culture of self-evaluation and reflection across the college.

Positive Behaviour for Learning (PBL) teams in the primary and secondary campuses meet throughout the term to analyse minor and major behaviour incident data. This information is utilised to inform the personal growth focus areas across the college and to inform the AAP for PBL. A Prep to Year 6 memo and Years 7 to 12 snapshot are provided to relevant staff.
each week. Attendance data and student support information are detailed within the documents. The communication of school-wide attendance and whole-school achievement data to parents is included in the college newsletter.

Feedback from students and parents is collected each year through the School Opinion Survey (SOS). PBL teams seek feedback from staff members and students through a strengths survey. This information assists in determining the best ways to support student and staff wellbeing approaches.

Primary campus behaviour and achievement data are utilised to develop high achieving ability classes for students commencing Year 7. The executive principal articulates the success of the use of the data to develop class groupings as students enter junior secondary.

Student achievement data is utilised by learning support teachers across the college to identify students requiring targeted support and intervention. In Prep, students are identified through Early Start on entry and exit and LOAs. Students in Year 1 and Year 2 are identified through Early Start, PM Benchmark, PAT data and LOAs. Years 7, 8, and 9 Foundation classes in English and mathematics are developed using PROBE reading benchmarks, NAPLAN and LOA data. Student learning progress is tracked each term with support strategies implemented when and as required.

The head of campus–secondary describes the work of HODs and teachers in each of the faculty areas to stretch student achievement using data that is collected over time. Moving students from ‘B’ to ‘A’, ‘C’ to ‘B’, ‘D’ to ‘C’ and ‘E’ to ‘D’ is part of the Stretching Student Success strategy for learning improvement aligned to the AIP.

The tracking of student Queensland Certificate of Education (QCE) occurs through the use of the TrackEd program and by case managing individual students. Students with disability Queensland Certificate of Individual Achievement (QCIA) data is tracked by the Head of Special Education Services (HOSES). The explicit tracking of academic achievement data for students with disability in comparison to year level cohorts is the responsibility of support teachers and the HOSES.

Early years transition statements are collected from local kindergartens by the college. They are utilised by teachers to understand the needs of students prior to commencing school, including the development of class groups.

Year 3 NAPLAN participation rates ranged from 97.2 to 98.6 per cent in 2008, and from 94.1 per cent to 95.8 per cent in 2019. 2008 Year 5 participation rates ranged from 94.7 per cent to 98.2 per cent, and compare to the 2019 participation rates ranging from 95.5 per cent to 97.3 per cent. Year 7 participation rates ranged from 95.3 per cent to 98.4 per cent in 2008 and from 92.1 per cent to 94.0 per cent in 2019. 2008 participation rates for Year 9 ranged from 91.7 per cent to 95.3 per cent, with 2019 participation rates ranging from 88.1 per cent to 90.3 per cent.
The head of campus–primary articulates that results in 2018 Year 3 and Year 5 NAPLAN Mean Scale Score (MSS) achievement in reading and writing were lower than previous years. This forms the basis for the focus on the Community of Practice (CoP) project that the school is implementing to focus on providing early literacy intervention for students in Prep, Year 1 and Year 2. 2019 NAPLAN data indicates Year 3 MSS achievement as being lower in reading and writing than in 2018. Year 5 MSS achievement is higher in reading and writing when compared to 2018. Year 3 and Year 5 achievement in 2018 and 2019 is similar to Similar Queensland State Schools (SQSS) in reading and writing.

NAPLAN data indicates some improvement in Year 7 and Year 9 MSS achievement. 2018 Year 7 and Year 9 MSS reading and writing achievement is higher than the 2017 achievement in these strands. Programs including the Foundation mathematics and English classes in Years 7, 8, 9 are attributed to these improvements. 2019 NAPLAN data indicates that Year 7 MSS achievement in reading and Year 9 MSS achievement in writing are above the 2018 results. 2018 and 2019 Year 7 and Year 9 MSS achievement is similar to SQSS in reading and writing.

2019 NAPLAN data indicates that Year 3 Upper Two Bands (U2B) achievement is below SQSS in reading and writing. Year 5 and Year 7 U2B achievement is above SQSS in reading and similar to SQSS in writing. Year 9 U2B achievement is above SQSS in writing and below SQSS in reading.

Year 3 achievement at or above the National Minimum Standard (NMS) in 2019 is above Queensland State Schools (QSS) in reading and below QSS in writing. 2019 NMS achievement in Years 5, 7 and 9 is above QSS in reading and writing. The executive principal articulates the improvement in Year 7 and Year 9 U2B and NMS achievement is due to the early identification of students requiring additional support and the introduction of the college extension, enrichment and excellence programs.

Relative gain 2017-2019 Year 3 to Year 5 and Year 5 to Year 7 is similar to SQSS in reading and writing. Relative gain 2017-2019 Year 7 to Year 9 is above SQSS in writing and similar to SQSS in reading.

**Improvement strategies**

Identify further opportunities for staff to build data literacy to enable deep analysis of student data.

Collaboratively review college-wide use of data, articulating the purpose for collecting, analysing and displaying this information in identifying gaps in learning and to monitor progress over time.

Build on the use of dedicated time for teachers to explore and analyse student diagnostic, formative and summative data to inform the next steps for teaching and student learning.
4.3 A culture that promotes learning

Findings

The college holds a reputation for providing quality education and extensive opportunities for students. Parents and students express high levels of satisfaction with the college. Parents appreciate the work of teachers and college leaders in providing a student-centred approach to learning and a range of exciting opportunities to enhance post-school options.

Students display a sense of pride in being a student of the college and refer to the strong sense of community the college has created. Students describe their teachers as highly committed to their successful learning and their wellbeing.

Staff speak highly of the levels of collegiality and support within the staff team. Parents, students and staff members all refer to a sense of belonging. Teachers and students describe a culture of high expectations. The college is viewed as promoting a positive and caring environment for students, whereby the nurturing of wellbeing for students and staff is a strength. The 2018 SOS indicates that 93.9 per cent of staff members, 97.0 per cent of parents and 86.4 per cent of students agree with the statement ‘This is a good school’.

The college’s expectations of ‘Respect, Safety, and Commitment to Learning and Wellbeing’ are explicitly taught in college lessons and regularly reiterated at school assemblies, in classes and in college newsletters. Teachers and students across year levels readily describe these concepts as embedded in college culture. The college ethos, defined as RSCEQ is recognised as encapsulating the college’s value system. It is intended to underpin the development of students’ understanding of what it means to be a Redlynch student. The range of components of the college’s ethos is yet to be articulated by all students and staff members. The recent introduction of extensive signage reiterating the college’s ethos is viewed positively by students.

The college has an explicit and comprehensive code of conduct outlined in the RBPS that clearly defines minor and major behaviour incidents and corresponding consequences. It provides a framework of expected student behaviours.

The PBL framework has underpinned the college’s behaviour management process for a number of years. A PBL committee on each campus oversees the implementation of PBL strategies. There is an expressed whole-college commitment to the embedding of universal practices. Some staff in the secondary campus express a degree of concern regarding the level of consistency amongst staff in adhering to PBL processes and the level to which PBL is embraced as the college’s behaviour management philosophy.

OneSchool is used to collect behaviour data. Data is monitored for trends and to track student behaviour and wellbeing. A weekly snapshot of student behaviour and attendance is provided to staff.
The 2018 SOS indicates that 74.1 per cent of staff members, 81.1 per cent of parents and 70.7 per cent of students agree that student behaviour is well managed at the college. This compares to the Like Schools Group (LSG) agreement rates for staff, parents and students of 80.0 per cent, 77.7 per cent and 68.6 per cent respectively.

Teachers are supported in the implementation of PBL through the provision of PD in the Essential Skills for Classroom Management (ESCM). Modelling of teaching practices and observation and feedback regarding classroom practice is additionally provided through classroom profiling. Teaching staff members involved in these activities speak positively of their value.

College data indicates that the school’s short-term School Disciplinary Absences (SDAs) rate of 16.1 per term per 1000 in 2018 is below that of the State rate of 43.3 per term per 1000. In Semester 1 2019, 15 per cent of short-term SDAs involve students with a verified disability. SDAs data over the past five years is consistently less than the State school average.

The 2019 Semester 1 School Data Profile indicates a 2018 attendance rate of 90.6 per cent that is a marginal decrease on the 2017 rate of 92.3 per cent. An attendance rate of 95 per cent or higher was achieved by 46.2 per cent of students. The percentage of all students who attended less than 85 per cent of the school year in 2018 is 17.3 per cent. The overall attendance rate for Indigenous students in 2018 was 85.5 per cent, with the percentage of Indigenous students who attended less than 85 per cent of school time being 34.3 per cent. The college has strategies established to monitor and improve attendance rates including case management of individual students, monitoring by deans and celebration of students with high attendance rates.

The Good Standing Policy was introduced this year in the secondary setting. To be on ‘Good Standing’ and thereby eligible to participate in all school events, students are required to achieve an attendance rate of 90 per cent and demonstrate appropriate levels of behaviour and work ethic. Students predominantly speak positively regarding this initiative.

The college demonstrates a strong commitment to student wellbeing. This is reflected in the creation of year level deans, the introduction of a second student services HOD, and the provision of a second HOSES to support inclusion. The college has additionally made a long-term investment in employing a wellbeing officer to support students, parents and staff.

Student support services committees on the two campuses meet regularly to address concerns regarding individual students. Referral processes are well documented. Case management of individual students and early intervention strategies to support students are established. Referral to specialist support personnel and external agencies is implemented when and as required.

A broad range of proactive programs and activities is implemented to support student wellbeing and mental health. The online reporting system, Stymie, has been introduced to assist students to report concerns. Wellbeing Warriors in Year 6 and Peer Mentors in Year 10 are appointed to support younger students and encourage the inclusion of all students.
Over the last two years the college has been integrating James Anderson's approach to a growth mindset. Teachers have completed 10 of the growth mindset PD modules. Growth mindset is integrated in the college lessons and teachers across the college are able to describe how they utilise growth mindset learning activities in their practice. At the time of the review there is variation regarding the degree to which growth mindset has been taken up by teachers.

In recent years there has been an emerging recognition of the importance of supporting staff wellbeing. This has become a strong focus in the junior and secondary campus with active teams working to support staff members. Teachers and teacher aides articulate that these efforts are appreciated.

Staff responses in the 2018 SOS indicate that 83.8 per cent of staff agree with the survey item 'I feel that staff morale is positive at this/my school'. This compares to a staff agreement rate of 75.2 per cent in 2017. Some staff describe workload, and some uncertainty regarding expectations as factors that impact on morale. The SOS indicates that 96.0 per cent of staff agree with the statement 'I am proud to tell others I work for my school'.

Most staff and parents indicate a high level of satisfaction with college communication processes. Parents comment that the college keeps them well informed, describing multiple channels of communication including ClassDojo, Seesaw, email, Facebook and newsletter. Students receive the daily student notices via email.

**Improvement strategies**

Quality assure enactment of the existing RBPS to ensure consistent understanding and implementation of PBL across the college.

Develop strategies to further enhance the understanding of the college ethos across the two campuses in order to strengthen its place in defining college identity.

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4.4 Targeted use of school resources

Findings

The executive team has a strong focus on aligning available human and financial resources to the learning and wellbeing needs of students at the college. The budget is aligned to local college and system priorities.

The college budget is collaboratively developed at the beginning of each year in order to identify and respond to student needs through the allocation of staff and resources. The college Business Manager (BM) prepares a draft budget using historical data. This is reviewed by faculty staff and program managers who complete budget alignment plans based on previous year expenditure and identified priorities for the forthcoming year. The college BM enters the information into School Budget Solutions (SBS) and presents the budget to the executive principal and heads of campus for approval.

Fortnightly meetings between the college BM and executive principal enables income and expenditure to be tracked and monitored. Cash flow is carefully monitored by the college BM and regional Senior Finance Officers (SFO). This includes the use of a cash flow spreadsheet to ensure an accurate account of expenditure is available. The college BM acknowledges the support of the SFOs in working with the college to maximise the college budget in resourcing student learning initiatives at the college.

The college utilises and prioritises available funds to employ additional staff to support student learning outcomes, in addition to the daily management and implementation of college programs. This includes personal assistants, administration officers, promotions and marketing coordinator and wellbeing officer. An additional allocation is provided for a homestay coordinator to oversee the International Student Program. Other additional human resources include college leaders, specialist teachers and support staff. The explicit monitoring of allocated resources against college priorities, including a focus on achieving improved learning achievement is emerging. College leaders acknowledge the importance of regularly reviewing the allocation of human resources in supporting the needs of all students in achieving improved learning outcomes.

An annual internal college review of programs and initiatives aligned to the AIP occurs at the end of each year. The college’s bank balance at the time of the review is $1,117,761.

The college is receiving Investing for Success (I4S) 2019 funding of $577,683. A range of strategies that are aligned to the college AIP is implemented. These include capability development programs whereby reading coaches are employed to build teacher and teacher aide capacity in the explicit teaching of reading, writing and the analysis of data, employing numeracy lead teachers, and beginner teacher/pedagogy coaches. Funding is additionally utilised to assist with the dean positions and English as an Additional Language or Dialect (EAL/D) teachers to support students with English as their second language. Additional teacher aide hours are purchased to support reading and writing classroom intervention programs in addition to the provision of release time for teachers to participate in a range of collaborative and capability building strategies. Funding from I4S is allocated to continue the
mathematics project and to fund literacy resources to support the literacy project. The #whatever_it_takes strategy is funded to support students identified as being at risk.

A Bring Your Own Device (BYOD) laptop program operates at the secondary campus and a BYOD iPad program operates at the primary campus. Students make contributions to participate in the program. Full implementation of the programs across the college is planned to occur from 2020. Information technology support staff are employed to maintain the programs across the college.

The college employs four BMs who each specialise in an area of cross-college expertise. Roles and responsibilities are developed and are aligned to either finance, human resources or student services. The college BM oversees the BMs and their roles, meeting with them fortnightly to provide support and assistance pertaining to their area of expertise.

Teacher aides in the college play an important part in supporting student learning outcomes. They articulate satisfaction with the support provided to them from the college leaders and members of staff. Teacher aides express that they feel valued in their work.

The college has a student support referral process that is utilised to identify students requiring targeted support in the form of intervention and resource allocation. This process helps to deploy staff in ways that best address the learning needs of students.

College-wide programs and approaches to support students with additional needs are established. Flexible curriculum opportunities that enable staff to address the needs of individual learners are implemented. Some of these include the formation of English and mathematics Foundation classes in Years 7, 8 and 9 for identified students, Levelled Literacy Intervention (LLI), Heggerty’s3 Phonemic Awareness, chaplain support programs, EAL/D programs, wellbeing officer initiatives and speech language support.

The college’s physical environment is well organised, attractive and designed to enhance student learning opportunities inside and outside of the classroom. College facilities are well utilised to maximise student learning. As a result of sustained student enrolment growth, construction of a two-storey special purpose science and technology precinct will commence on the secondary campus in 2020. This will provide opportunity for specialised learning to occur for students in this area. The Outside School Hours Care (OSHC) program, located in the community learning building on the primary campus, is planned for expansion in the future to cater for the increased enrolment.

A range of facilities and specialised buildings is located across the college. Some of these include a multipurpose hall, undercover areas, computer labs, faculty learning areas, sporting ovals and outdoor play areas. Parents value the range of facilities located at the college and the opportunities that they offer their child in developing their learning and enhancing their school opportunities.

The P&C works closely with college leaders and staff to support the college ethos in providing the best learning opportunities for students. They operate a number of businesses at the college in addition to fundraising throughout the year. Funds raised by the P&C are utilised to contribute to resources and facility upgrades that support student wellbeing and learning.

**Improvement strategies**

Further develop the internal college review process to include systematic appraisal of resource allocations to ensure clear alignment with improved learning outcomes for students.
4.5 An expert teaching team

Findings

The college seeks ways to build a college-wide, professional team of highly capable teachers, including those who take an active leadership role beyond the classroom. Staff are committed to supporting their students’ learning and acknowledge the role continuous learning plays in the development of teaching capabilities. The executive principal identifies building staff capability as central to the continuing improvement agenda at the college.

The college places a high priority on attracting, retaining and developing the best possible teachers. Responsive solutions, such as supported re-training, are enacted to build succession and to address emergent human resource needs. Proactive work regarding succession is helping to ensure continuing viability of highly valued learning areas. College leaders have engaged trainee teachers into classrooms through the Permission to Teach (PTT) process, to ensure succession within some specialist areas. Teachers indicate that their colleagues are predominantly teaching within their respective areas of expertise.

The executive principal and college leaders describe the development of staff members into an expert college-wide teaching team as central to improving outcomes for all students. Staff members are engaged in a range of PD aligned to the EIA. Teachers describe strong patterns of engagement with development of capabilities regarding the writing priority.

A college professional learning plan for 2019 has been published and sets out planned PD targeting all 10 elements of the AIP across the duration of the year. The plan includes an identified development topic, alignment to the AIP, the target audience, timing for the development, and budgeting implications.

An extensive commitment to coaching and mentoring is supporting teacher capability development in identified priority areas. A teacher development and support continuum defines a clear process for coaching and development of targeted staff groups including, preservice teachers, first year teachers, early career teachers, Years 5 to 7 teachers, Year 8 to senior teachers, and Experienced Senior Teachers (EST). Teachers speak positively regarding the support and development offered by the coaching team and describe increasing influence and impact. Coaching staff identify the opportunity for an increased focus on coaching as a key driver of staff capability development. A formalised coaching approach across all areas of the college EIA is yet to be established.

A TCDF has been developed and sets out a range of capability building strategies to be enacted, including APDPs, formal observations, informal observations, mentoring and coaching. The framework details a clear intent of the model, together with protocols to inform engagement. Teachers speak of understanding this strategy and some indicate they value opportunities involved. Most teachers describe variable patterns of engagement with the elements of this strategy and suggest that a clear understanding regarding expectations for every teacher is yet to be established.

Staff members speak positively of the opportunity to participate in the process of APDPs. They describe a clear alignment with Australian Institute for Teaching and School
Leadership (AITSL) standards and the college EIA, when formulating three goals for future development. Coaches speak of referencing APDP goals to inform planning for staff capability building. Leaders identify a clear link between APDPs, the EIA, and the college professional learning plan.

Teacher aides are considered an integral part of the teaching team across the college, and have been involved in professional and performance development linked to the college priorities of writing, reading and problem solving. Teacher aides articulate their appreciation for the opportunity to enhance their understanding and skills. The college supports the development of BMs through facilitating engagement in Business Diploma qualification courses, in alignment with stated APDP goals.

Teachers and college leaders take personal and collective responsibility for improving student learning and wellbeing, valuing emerging opportunities to work together and learn from each other’s practices. Leaders acknowledge the need to develop further consistency of teaching practice in all classrooms. Teachers indicate they would greatly value the opportunity for more frequent and structured opportunities to watch others work in peer observation and feedback practices.

An induction program has been established to support the commencement of beginning teachers and teachers new to the college. Teaching staff members attribute high levels of value to the induction processes and suggest that enhancement to induction processes this year has returned significant benefits for new teachers.

Enhancing intentional collaboration has been identified as a key priority to support continuing staff capability development at the college. A range of strategies has been introduced to promote staff collaborative planning and discussion, including middle management workshops, a CoP, cycles of inquiry, senior schooling cluster meeting, primary school networking, and moderation with partner schools. Teachers and leaders indicate they value the opportunity to engage in quality and deliberate collaboration to enhance skills, knowledge and understanding.

The college expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning. Formal processes to manage unsatisfactory performance, if and when required, are documented.

**Improvement strategies**

Clarify and quality assure expectations regarding systematic enactment of the TCDF.

Investigate opportunities to enhance the focus on peer observation and feedback processes linked to pedagogical practices and the EIA.

Further enhance the role of the staff coaching and mentoring team, as key drivers in staff capability development in line with key priorities and the EIA.
4.6 Systematic curriculum delivery

Findings

The college has an explicit, coherent, sequenced plan for curriculum delivery across Prep to Year 6 and Years 7 to 12 that makes clear what and when teachers should teach and students should learn. Three levels of planning are developed and include whole-school, year level/band plans and class unit planning.

Expectations for curriculum planning and delivery are included in the school strategic framework, recently established on the college’s SharePoint. Teachers indicate that they have previously utilised Curriculum into the Classroom (C2C) as the method for planning and delivering the AC. This has evolved into using C2C as a resource to complement units developed by year level teams.

Leaders describe working with the Assistant Regional Director (ARD) and members from the Department’s state schooling team recently, reviewing the primary campus planning processes and implementation of the AC. The head of campus articulates that the implementation of curriculum systems in the primary school was acknowledged as developing positively. A similar process is planned for the secondary campus to support the continuing process of review and alignment of new and existing programs to authentically reflect imperatives within the AC.

A HOD–teaching and learning works with primary teachers in developing their capability in understanding and applying the AC across the learning areas. Teachers appreciate the opportunity to work with the HOD of teaching and learning in the primary campus and curriculum HODs in the secondary campus in developing their AC capability, articulating that further opportunities to enhance their knowledge and understanding would be greatly valued. The college is focused on delivering clear AC alignment for each of the learning areas in the lead up to full implementation in 2020.

Curriculum meetings each term provide teachers with time to meet in year levels with the HODs and support teachers to develop year level unit plans in addition to identifying the best ways to maximise student learning and wellbeing. Year level and subject area teams work together to unpack the achievement standards of the AC from the year level/band plans. They collaborate to develop the assessment task and marking guide for the unit. These are subsequently used by all teaching staff within the year level. Teachers in secondary identify strong collaborative planning processes led by subject coordinators and speak of how these processes lead to more effective and rigorous teaching and learning.

A teaching sequence is developed by teachers within the year level and includes elements of local relevance. Sequences are designed to meet the learning needs of the full range of students in their class. Teachers express that further opportunities to develop the teaching sequence collaboratively with year level colleagues and curriculum experts would be appreciated. The pedagogical framework and the standards of practice are utilised by the year level teachers to identify the teaching practice to be used for the unit.
A Quality Assurance (QA) process for the implementation of the intended curriculum across classrooms within the year level is yet to be developed. The HOD–teaching and learning suggests that this is an area that could be aligned to year level meetings and moderation processes.

The HOD–teaching and learning articulates that the incorporation of the AC general capabilities throughout the development of units is emerging. It is identified that further development in this area will help to ensure that learning experiences are accessible, engaging and challenging for all students, including those students with specific needs.

Evidence-based learning programs including Elementary Math Mastery (EMM), Junior Elementary Math Mastery (JEMM), the Big Six of reading, Words Their Way and phonemic awareness are implemented across the primary school. A literacy, numeracy, and ICT framework and a writing project are being developed and implemented with vertical reference from Prep to Year 9.

Curriculum information is shared with parents through unit overviews and at subject information sessions. Parents articulate that they value the open communication regarding their child’s progress at the college, and appreciate information regarding their child’s learning and how to support them with their learning.

Year 1 and Year 2 teachers work with the HOD–teaching and learning to participate in the Kindergarten to Year 2 (K-2) CoP regional project. Teachers are focused on developing student-friendly checklists for units of work. The head of campus–primary articulates that the focus of the project is to develop assessment literate learners. Year 5 teachers have indicated interest in participating in the project in Term 4.

Teachers at the primary school moderate assessment tasks utilising corresponding guides at the end of each term. Teachers provide feedback to each other regarding the alignment of the work sample to the achievement standards of the marking guide. They articulate that this process helps to build confidence in determining LOAs. External moderation occurs each semester with partner schools. Some teachers articulate a desire to further moderate with partner schools to quality assure their LOA judgements across the college.

A Learning Links strategy has been introduced to enhance the knowledge and understanding of curriculum expectations and content throughout this juncture. Other initiatives including Prep to Year 9 literacy, numeracy and ICT strategies are emerging. Many teachers identify a need for continued focus on building strong curriculum understanding across the entire Prep to Year 12 range, to optimise teacher understanding, planning and practice.

The college delivers EAL/D support to students with language backgrounds other than English. Two EAL/D teachers, 0.2 Full-time equivalent (FTE), support students across the two campuses. This program is providing valuable assistance to facilitate access to curriculum for EAL/D students.

The college offers the Japanese and French languages to students from Year 4 to Year 12, with plans to extend into Spanish from the commencement of 2020. The enhanced focus on
languages is identified as strategic in supporting the development of the college’s International Student Program.

The introduction of the new QCE syllabuses is progressing across faculties at the college and teachers identify being predominantly well prepared for commencement this year. Many teachers indicate that they value the time, support and commitment college leaders have facilitated to support collaborative planning and writing of assessments. HODs express confidence that the college is on track to implement the new system on schedule.

Students are issued with formal report cards documenting their progress each semester and formal three-way interviews occur twice per year. Parents articulate being welcomed to discuss their child’s progress at other times.

**Improvement strategies**

Enhance the focus on building capability of all teachers as AC experts.

Collaboratively review the whole-school curriculum, assessment and reporting plan to incorporate the general capabilities and locally relevant units, providing learning experiences that are accessible, engaging and challenging for all students.

Strengthen internal and external moderation processes, further building teacher confidence in determining LOAs across the learning areas.
4.7 Differentiated teaching and learning

Findings

The college leadership team recognises the importance of teachers differentiating their practice to ensure every student is engaged and learning successfully. Differentiation has been identified as a key practice in the college’s pedagogical framework.

Teachers recognise the need for differentiated teaching to effectively address the learning needs of individual students in order to support strong learning outcomes. The extent to which teachers differentiate their teaching to address the needs of the range of learners in their classes varies across the college.

Increasingly, data pertaining to the achievements, progress, strengths and weaknesses of individual students is being utilised in classrooms to make judgements regarding individual needs, to identify appropriate starting points for teaching, and to personalise teaching and learning activities. Refinement of the use of this data to inform planning is an ongoing focus for the college.

Many teachers indicate that they strive to differentiate to address student learning needs in each lesson and are able to describe some strategies that they utilise. Some teachers refer to tailored and sustained interventions to support individual students and groups of students. Many teachers speak of incidental support offered to students during a lesson. The extent to which differentiation forms a significant component in lesson planning varies. Many teachers indicate that they would like to refine their practice and further build their capability in differentiating the teaching and learning in their classrooms.

Individual Curriculum Plans (ICP) are developed for some students with a verified disability and for some students operating below year level. Currently 23 students are supported with an ICP. The Special Education Program (SEP) supports students with a range of disabilities. Highly individual programs are in place for those students requiring high levels of support. ICPs are written by the student’s case manager and endorsed by the HOSES. ICPs and support provisions are documented in OneSchool. Teacher aide support is provided where possible.

Small group classes cater to students with disability in Years 7, 8 and 9, with an increased staffing allocation and a heavily scaffolded program. In the primary school a withdrawal group operates three times a week, and within that class grouping, three levels are supported. This arrangement is being trialled this semester to maximise the provision of assistance to students who would previously have been supported in mainstream classes.

Special needs teachers attend year level planning days to assist teachers to plan modifications and adjustments to the curriculum provision for identified students. This practice is viewed as assisting in developing a cross-college collaboration and understanding of inclusive practice.
Significant attention is given to ensuring strong pathways are established for students with disability and that appropriate curriculum planning focuses on preparing students for post-school options. Significant community partnerships support these processes.

The college implements additional structural differentiation. Foundation classes support students in Years 7, 8 and 9 in English and mathematics. Two teachers and a teacher aide work in each class. The year level curriculum is followed in English and to some degree in mathematics with significant levels of scaffolding and modification to cater for individual need.

Extensive data analysis is utilised to identify students requiring support in the primary school at Tier 1, Tier 2 and Tier 3 levels. The learning support team works with Tier 2 students in classrooms. In Prep to Year 3, Heggerty’s Phonemic Awareness program is implemented. The LLI program is utilised from Prep to Year 3 for Tier 2 and Tier 3 intervention. A range of other evidence-based programs is utilised to address the needs of individual students in the intervention programs in Years 3 to 6.

A high level of consultation between learning support teachers and classroom teachers strives to develop a combined approach to supporting student learning. All students receiving this targeted intervention have an individual learning plan documented on OneSchool.

In some year levels on the primary campus, co-planning and co-teaching occurs, allowing re-grouping of students to facilitate individualised differentiation.

The Far North Queensland (FNQ) mathematics assessment tool is administered to identify learning gaps within cohorts and classes in relation to numeracy. This is used to inform the starting points for mathematics unit planning. A significant amount of enrichment work has been implemented with identified students in the areas of problem solving and higher order thinking in mathematics.

Enrichment for highly able students is negotiated with parents and external providers. The Writers camp, Readers Cup, and a number of James Cook University (JCU) programs are available to identified students.

Structural differentiation additionally occurs in some core areas in junior secondary. In English mathematics and science, foundation, core and extension classes are formed through ability grouping. The curriculum is increasingly differentiated as students proceed through the year levels.

The college offers a number of excellence and enrichment programs that students access before or after school. The Redlynch Science Excellence program is offered in Years 7 to 10 as an after-school lesson. Students are able to extend and enhance their skills and knowledge beyond the science curriculum through an inquiry-based learning model. Strong links with JCU and local scientists and organisations enrich the program.

The Redlynch Arts Course of Excellence (RACE) provides selected students with outstanding opportunities to further their skills in visual art, dance, drama, or live production.
Links with industry professionals enhance student learning opportunities and there is a focus on developing viable pathways into the creative industries.

A broad range of extracurricular activities is offered to students to broaden their experience and provide further learning opportunities.

The practice of students monitoring their own learning and setting individual learning goals has been identified as a college priority. Students articulate that some teachers provide and structure opportunities for discussions of achievement data, setting of achievement goals and discussions of strategies to assist students to achieve personal targets. A consistent, whole-college approach to supporting students to develop their personal learning goals is yet to be established.

**Improvement strategies**

Capitalise on existing differentiation expertise of staff, as a model of practice to drive capability development and ensure quality differentiation is enacted across the college.

Implement processes to enhance the clarity of expectations and consistent college-wide practices regarding the use of student learning goals.
4.8 Effective pedagogical practices

Findings

The college leadership team is committed to the continuous improvement of learning and teaching practices across the college through an explicit focus on ‘Stretching Student Success’.

The college leadership team articulates high expectations for every student’s progress, both academically and in their personal wellbeing. A Good Standing strategy has recently been implemented to reinforce and promote these high expectations across the college. Students must retain good standing in order to represent the college in any public activity, including sporting, cultural and academic events.

Leaders describe an ongoing vigilance to nurture a positive academic culture throughout the college. This positions the college favourably as a school of first choice in the local area, providing high quality education in an inclusive and welcoming learning environment. Student and staff wellbeing is celebrated as a strength across the college, with a culture of student agency emerging.

The leadership team has allocated significant resources to the development of effective teaching practices across the college through a range of targeted middle leadership roles, including coaches, deans, HODs, and student services personnel.

The college’s teaching and learning pedagogical framework has been developed around DoTL. This features six elements including assessment, sequencing teaching and learning, making judgements, feedback, and curriculum intent. The framework is underpinned by eight defined standards of practice to drive clarity and precision regarding implementation. Standards of practice include task and criteria sheets, exemplars, student data analysis, effective pedagogies, differentiation, ESCM, feedback, and moderation. Staff and leaders identify that the published framework is yet to include a clearly defined set of signature pedagogies, to drive consistent understanding and practice across the site.

Staff members identify previous recognition of Archer and Hughes’ EI as the college-wide pedagogy, and some staff readily refer to EI as their foundation practice. Some staff suggest that that a clear reference to signature pedagogies will assist with clarity and precision regarding minimum expected common practices.

Staff members are able to articulate the college’s teaching and learning pedagogical framework as a tool that informs their cycles of practice, reflection and improvement strategies. Teachers express a commitment to all elements in the cycle of practice, and articulate that their personal confidence in the use of these strategies is growing.

Teachers express a commitment to ongoing professional growth, and are supportive of further developing their pedagogical practice.

In response to the previous review process, the college has refined the range of pedagogical processes and reduced the focus areas from 12 to eight teaching and learning standards of
practice. Leaders suggest that this has been instrumental in achieving enhanced clarity and commitment amongst staff.

Conversations with teachers across the college indicate that a wide range of pedagogical approaches is implemented in teachers’ practices according to the context of student learning needs. The utilisation of EI, inquiry model, project-based learning, Age-appropriate pedagogies (AAP), and Gradual Release of Responsibility (GRR) is apparent.

The college has an expressed focus on providing quality feedback to students with an emphasis on written feedback and conferencing. Students and teachers identify some variation in the rigour, regularity and approach to providing feedback.

There is some evidence of students engaging in monitoring of their own learning through the use of student learning goals. Students articulate variability in the degree of engagement with, and mastery of, learning goals. Teachers, students and leaders identify the need to ensure clarity of expectations and consistency of practice regarding the implementation of student goal setting.

Teacher observation and feedback practices are apparent across the campus, with variation in levels of participation and rigour. There is an emerging culture of intentional collaboration, with leaders encouraging staff members to seek out opportunities to learn from others.

**Improvement strategies**

Collaboratively define the college signature pedagogical practices, in conjunction with clear expectations for consistent implementation.

Embed a whole-college commitment to observation, feedback, coaching and mentoring, as a driver for consistent, site-wide pedagogical practice, and include a clear articulation of the expected accountability for every staff member.
4.9 School-community partnerships

Findings

The community has a clear commitment to the success of the college and the students within. The college is recognised as a vital hub within the local community. Parents and community members express significant commitment to and pride in the endeavours of the college.

The college features a proactive and well-supported school council, maintaining a strategic, long-term planning role. High profile members of the community are active participants on the council.

The college has established a communications, marketing and events officer role. Leaders articulate how this role has been highly effective in enhancing the college/community interface and developing a strong sponsorship portfolio to enhance college initiatives.

The college has developed a deliberate strategy to engage and connect with local community businesses in authentic, sustained and mutually beneficial partnerships. These partnerships include those with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the college for the purposes of improving student outcomes. This strategy has resulted in significant sponsorship income for the college in addition to meaningful connections that benefit the students.

The P&C operates a number of businesses that offer essential services for the college community whilst providing significant income. This support enables the delivery of specific initiatives to enhance student learning and wellbeing outcomes, in consultation with the college executive.

The primary school maintains a number of close relationships with the local early childhood providers, promoting a seamless transition for students into Prep each year.

The secondary school fosters positive relationships with local feeder primary schools whilst additionally supporting the students from their own primary school in their transitions to high school.

The college has recently been accredited to deliver the International Student Program. Staff members suggest that the physical location of the college has resulted in some additional challenges in attracting international students. The college leaders and key staff members recognise the importance of an ongoing strategic focus to build this highly-valued component of the college community, and to enhance the global connectedness and awareness for the student population.

The college hosts a biennial festival whereby the achievements of students and staff are showcased, and community confidence for and connectedness with their college are developed.
Programs including the Rugby League Engagement Program and the Athlete Development Program have established strong connections with senior community sporting organisations to enhance learning opportunities for students.

Teachers describe a range of quality learning opportunities with potential links to business, community and industry pathways, which are yet to be fully exploited. The secondary faculties are exploring local career opportunities and pathways whereby they are able to create more ‘real world’ work experience, opportunities and connections, including School-based Apprenticeships and Traineeships (SATs) for students.

Some partnerships established demonstrate a level of sophistication and longevity that ensures that these relationships are mutually beneficial and sustained. Partnerships and enterprises including Live Production are now widely recognised and respected across the Far North Queensland arts and entertainment community for their ‘industry ready’ preparation and training. This is of benefit to the wider college community, independent and Catholic schools, and performing arts community of Cairns. This enterprise leads to direct pathways for employment and further education for the students involved.

Partnerships are futures-focused and established in response to and in support of an identified need. Considerable effort is focused on understanding students’ needs, identifying appropriate partners to address those needs, and planning the details for community partner engagement.

**Improvement strategies**

Prioritise the development of strategic partnerships to further enhance the college identity and reputation as a quality and unique destination for international students.

Enhance strategic partnerships to extend the range of opportunities for students to explore school-based traineeships and school-based apprenticeships as transition and employment pathways.