

# Queensland Academies

## Creative Industries Campus

### Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Queensland Academies Creative Industries Campus** from **10 to 12 May 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

### 1.1 Review team

Wayne Troyahn	Internal reviewer, EIB (review chair)
Michelle Lyons	Peer reviewer
Tom Robertson	External reviewer



## 1.2 School context

<b>Location:</b>	Musk Avenue, Kelvin Grove	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Year 10 to Year 12	
<b>Enrolment:</b>	450	
<b>Indigenous enrolment percentage:</b>	1.13 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	1.80 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	2.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1114	
<b>Year principal appointed:</b>	2021 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, six Heads of Department (HOD), Year 11 coordinator, Year 10 coordinator, International Baccalaureate (IB) coordinator and assistant, two guidance officers, 24 teachers, Business Manager (BM), scientific officer, teacher aides team leader, admissions officer, marketing officer, executive services and facilities officer, Information Technology (IT) manager, international student coordinator, two client services staff, school council chair and parent representative, two alumni members, Parents and Citizens' Association (P&C) president, six parents, four student directors, three student media team members, four student house managers and 43 students.

Community and business groups:

- Commonwealth Scientific and Industrial Research Organisation (CSIRO) Science, Technology, Engineering and Mathematics (STEM)/Design, Butoh Theatre, Alumni and Queensland University of Technology (QUT).

Partner schools and other educational providers:

- Principal Milton State School and principal Queensland Children's Hospital School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	IBD Framework
Investing for Success 2021	Strategic Plan 2018–2022
2019 School Opinion Survey	School data plan
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Headline Indicators (October 2020 release)	School Data Profile (Semester 1 and Semester 2 2020)
School newsletters, Facebook page and website	2020–2023 Student Code of Conduct





## 2. Executive summary

### 2.1 Key findings

**The welcoming nature of the school community is exemplified by the positive, inclusive and caring relationships apparent between students, staff and parents.**

A strong culture of informal collegial support exists and the school works in partnership with parents and the broader school community to promote effective student learning. Staff members and students articulate a strong sense of belonging to the school and share a joint belief that they care for each other. Parents, staff and students comment that the school has a safe, non-judgemental, supportive and respectful environment. A high level of trust and mutual respect is apparent between staff and students.

**The school is one of three Academies in the state available to highly capable students.**

Since its opening, the school has shaped an identity of a select entry school offering the rigorous International Baccalaureate (IB) Diploma with a specific focus on learning creatively in the senior years. The school's vision is *'to be the world-class learning environment of choice for the aspirational creative generation'*. A growing alumni attests to its stellar efforts and focus on developing graduates who are *'Clever, Creative, Global'*. The school partners with other education and training institutions, businesses, community organisations and the broader community. These extensive partnerships offer support and provide access to resources, services, expertise and opportunities to enhance learning opportunities for students.

**The executive team members express the belief that all students will achieve at their highest level in their chosen endeavours.**

The principal outlines how the identification of key priority areas has led to the development of the Explicit Improvement Agenda (EIA). The school is focused on continuing to improve student outcomes and the school executive expresses a desire to build on the guidelines of the IB program. This process has determined the key priorities for 2021. Familiarity with these key priorities is yet to be fully articulated by all staff members.

**The leadership team shares a united belief in, and commitment to, continuous improvement.**

Teachers indicate that they use effective evidence-based teaching strategies. Executive team members outline the steps the school has taken since the last review to clarify the school's pedagogical approach. Teaching staff currently draw on a range of pedagogical practices to support student learning and wellbeing to develop *'Clever, Creative, Global'* graduates. The school has completed an extensive review of literature followed by collaborative discussions and has established the school's preferred framework as *'Curiosity and Powerful Learning'*. The school articulates further steps to ensure that there is shared understanding of the framework and to enhance staff capacity to enact the approach.



**The leadership team views the analysis, sharing and discussion of data as an important process to inform teaching and the next steps for student learning.**

Teachers use available data as an input into the school's 'knowing your students' approach to learning. Data informs professional dialogue that is structured through scheduled conferences. The conferences involve discussion of strategies and sharing approaches to supporting identified students, underpinning and tracking their schoolwork and progress through the course of study. An embedded school-wide understanding of the processes and protocols for the use of data across the school is developing.

**The school recognises the impact that high quality teaching and learning has on student achievement.**

The school views the continuing development of staff into an expert teaching team as central to improving outcomes for students. The leadership team is committed to the identification, recruitment, and retention of qualified and skilled teachers, and to the development of a culture of collegiality and collaboration amongst staff. Teaching staff are highly committed to supporting student learning. Parents and students speak highly of the many quality professionals in the school and the caring nature of teaching and support staff. Staff engage in the Annual Performance Review (APR) process to develop plans in line with the school's EIA. The development and completion of an Annual Performance Development Plan (APDP) for every staff member in the school is yet to be fully implemented.

**All staff have access to the school's coaching and mentoring strategy.**

The school aims to use this strategy to further develop the teaching team and to identify Professional Development (PD) needs and issues in building capability across the school. Informal professional dialogue and sharing occur amongst colleagues through faculty meetings and staffroom conversations. Some teachers indicate that they would welcome a process of classroom observations and associated support as a mechanism to support their teaching. A formal process of classroom observations, peer coaching, feedback and sharing of best practice through Watching Others Work (WOW) is yet to be developed.

**The school enacts the IB program of studies for Year 11 and Year 12 students.**

Executive leaders describe how the school provides a foundational study of the IB program. In this program there are six groups of subjects with three subjects at High Level (HL) and three subjects at Standard Level (SL). School leaders articulate that Creativity, Activity, Service (CAS) are at the heart of IB Diploma planning. The IB program enables staff and students to use inquiry as the basis for learning and become open to innovative practices. The principal details the processes used to develop a focused learning culture and teachers identify this culture as consisting of accept challenge, embrace opportunity and fly in 'V' formation.



**Teachers and executive leaders articulate the belief in success for all students in their learning.**

Leaders express the importance of classroom teachers understanding and addressing the needs of individual students in their day-to-day classroom teaching. There is a demonstrated school belief that teachers 'know their students' and will support students in all of their learning. Leaders detail that 'knowing your students' enables intentional and individualised planning and experiences including graphic organisers, choice in readings, tiered activities and groupings. Heads of Department (HOD) and teachers conduct data meetings to enable the identification of students' needs and the sharing of processes to inform teaching and learning for intentional differentiation.





## 2.2 Key improvement strategies

Collaboratively align all school processes with the key EIA priorities and guide development of full staff understanding and enactment of the agreed agenda.

Develop full staff understanding of Curiosity and Powerful Learning as a guide for pedagogical practice and implement with fidelity.

Enhance a culture of self-evaluation and reflection through the school's data inquiry cycles that encourage deeper discussions of data, generate strategies for continuous improvement, and foster further precision to inform teaching and learning.

Implement a school-wide APR process for all staff in line with the appropriate protocols and processes.

Collaboratively explore and implement a peer coaching and mentoring model of observation and feedback across the school using the agreed coaching principles.