

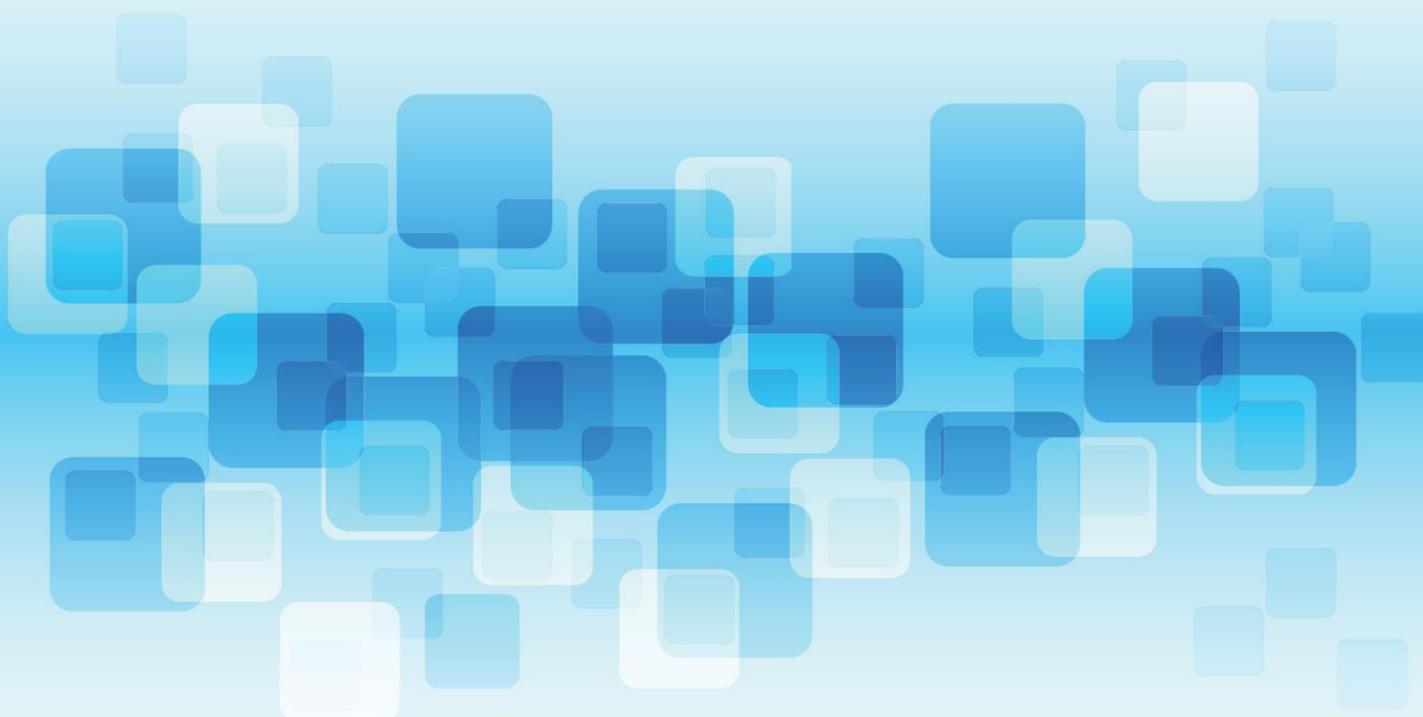


# School Improvement Unit Report

## Queensland Academies

Creative Industries Campus

## Executive Summary



## 1. Introduction

### 1.1 Background

This report is a product of a review carried out at Queensland Academies Creative Industries Campus from 14 to 18 April 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

### 1.2 School context

<b>Location:</b>	61 Musk Avenue, Kelvin Grove
<b>Education region:</b>	Metropolitan Region
<b>The school opened in:</b>	2007
<b>Year levels:</b>	Year 10 to Year 12 Selective Entry
<b>Current school enrolment:</b>	310
<b>Indigenous enrolments:</b>	0 per cent
<b>Students with disability enrolments:</b>	0.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	2016
<b>Number of teachers:</b>	38 (full-time equivalent)
<b>Nearby schools:</b>	Kelvin Grove State College, Newmarket State School, Milton State School
<b>Significant community partnerships:</b>	University of Queensland, Queensland University of Technology, Griffith University, International Baccalaureate, Western Australian Academy of Performing Arts (WAAPA), National Institute of Dramatic Art (NIDA), Victorian College of the Arts (VCA) and Apple
<b>Unique school programs:</b>	Young Achievers Program



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and two deputy principals
  - Four Heads of Department (HOD), International Baccalaureate (IB) coordinator, guidance officer and Business Services Manager (BSM)
  - 23 teachers including the Theories of Knowledge (ToK) coordinator, the Creativity Activity Service (CAS) coordinator and the Extended Essay (EE) coordinator
  - 70 students including student directors, Apple Angels and student house managers
  - Three teacher aides, three administrative staff, school nurse, success coordinator and other non-teaching staff members
  - School Council representative
  - Parents and Citizens' Association (P&C) president
  - Nine parents
  - Two cluster state school principals
  - Three community partners

### 1.4 Review team

Liam Smith	Internal reviewer, SIU (review chair)
Meredith Wenta	Peer reviewer
David Curran	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school is built around high expectations and a commitment to excellence.

The school projects a positive culture with a caring, orderly learning environment and respectful relationships between staff, students and the community. Students readily articulate what they value as a student of the academy. They acknowledge the passion that teachers have for their subjects and the mutual respect for students and staff members.

- There is a clear commitment to a broad improvement agenda.

The school leadership team has established an Explicit Improvement Agenda (EIA) which focuses on improved student learning and outcomes. It is responsive to the performance data of current and past students. School leaders and staff members are united in their commitment to a narrower and sharper focus.

- There is a strong commitment to using data to inform decision making and pedagogy. The principal and other school leaders clearly articulate their belief that reliable data regarding student outcomes are crucial to the school's improvement agenda.

A clearly documented school data plan that outlines data, data sources, purpose and action for completion is yet to be developed. There are arrangements, in a number of documents, for the collection and analysis of school-wide data and for summarising, displaying and communicating data, including to parents and the school community.

- Teachers speak highly of the levels of collegial learning and support provided by their peers.

Coaching occurs on an ad hoc basis between peers. Formal coaching processes to support teachers in the development of their pedagogy are yet to be established. A documented professional learning plan, linked to the school's EIA, is yet to be developed. The school has documented both International Baccalaureate (IB) and non IB professional development for teachers and non-teaching staff members.

- The school has been given the brief to provide an IB Diploma curriculum with a particular emphasis regarding subjects that prepare students for a future pathway in Creative Industries.

This curriculum reflects the school's shared vision, *"to be the world-class learning environment of choice for the aspirational and creative generation"*. Discussions with students indicated that they were developing into young, articulate adults who valued knowledge and inquiry and who aspired to be critical and creative thinkers and reflective citizens.



- School leaders and teachers are committed to continuous improvement in teaching practices throughout the school.

The school has a pedagogical framework based on Marzano's<sup>1</sup> Art and Science of teaching (ASOT). The school has commenced a planning and cross referencing process between the existing ASOT framework and the IB's Approaches to Teaching and Learning (ATL) framework. Key staff members have been trained in the ATL framework and attention is being paid to supporting teachers through the identification of current practices and understandings and linking these to 'new' expectations.

- The school has established strong productive relationships and partnerships across Queensland University of Technology (QUT) and industry partners for the express purpose of improving outcomes for students.

Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities.

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<sup>1</sup> Marzano, R.J. (2007). *The Art and Science of Teaching: A comprehensive framework for effective instruction*. ASCD, Alexandria, VA.



## 2.2 Key improvement strategies

- Unpack the EIA with staff members to ensure clarity regarding the roles and responsibilities of HODs and teachers and the development of a consistent understanding of the expectations for classroom practice.
- Document the implementation of a consistent approach to data collection, analysis and use of data and effectiveness of strategies to deliver improved outcomes for students.
- Establish and embed a professional learning plan for the school aligned with the EIA.
- Review the distribution of leadership roles to ensure shared responsibilities and develop a sustainable, systematic coaching, modelling and mentoring program to support professional sharing and improve teaching strategies and classroom expertise.
- Clarify the school pedagogical framework to ensure that there is shared understanding of the expectations for implementation and that staff members have the capacity to enact all aspects of the framework.