School Improvement Unit
Report

Southport State High School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Southport State High School from 22 to 25 February 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

Location:	75 Smith Street, Southport
Education region:	South East
The school opened in:	1916
Year levels:	Year 7 to Year 12
Current school enrolment:	1705
Indigenous enrolments:	4.2 per cent
Students with disability enrolments:	6.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1005
Year principal appointed:	2015
Number of teachers:	121
Nearby schools:	Musgrave Hill State School, Labrador State School , Southport State School , Coombabah State High School, Keebra Park State High School, Benowa State High School.
Significant community partnerships:	Griffith University, Southport Learning Precinct, Business Alliance Strategy, Past Students and Associates, GoPro Tennis, Matt Ward Vocal Coaching, Icon Training (Hospitality).
Unique school programs:	Academic Excellence, Creative Arts Academy of Excellence, Sports Excellence & Sports specialisation.

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, Brian Ragh

- a school visit of four days

- interviews with staff members, students, parents and community representatives, including:

    - Principal, two heads of school, two deputy principals

    - 11 Heads of Department (HOD)

    - 45 teachers and 22 support staff

    - Business Services Manager (BSM), eight administration officers, two facilities officers

    - Head of Special Education Services (HOSES)

    - Industry liaison officer

    - Canteen convenor and four tuckshop workers

    - Six student leaders, five Student Council representatives and 90 other students

    - Parents and Citizens' Association (P&C) president, School Council chair and 12 other parent and/or community members

    - Principal of partner school

    - Two guidance officers

    - Chaplain, school-based police officer, youth support officer, Indigenous education worker and community education counsellor

1.4 Review team

Denise Kostowski	Internal reviewer, SIU (review chair)
Barry Courtney	Internal reviewer, SIU
Daryl Hanly	External reviewer

2. Executive summary

2.1 Key findings

- The school presents as a calm and positive learning environment.

  Classes are orderly and purposeful. Students, staff and parents speak highly of the school and its positive school tone. They acknowledge significant progress has been made over recent years to build a positive learning environment. There is evidence of a strong sense of belonging. There is a positive, caring relationship between staff members and students. The school community values diversity. Indigenous culture is acknowledged and valued.

- The school has established and developed a number of beneficial partnerships.

  Productive partnerships include The Southport Learning Precinct, Griffith University, The Business Alliance, Past Students and Associates and various commercial partnership arrangements with sporting and training organisations such as tennis, music, hospitality and Australian Rules football.

- The school-wide use of data is viewed by school leaders as essential to the school improvement agenda.

  Strategic and systematic use of data is developing across the school to build consistent practice. This is evidenced by the implementation of Student Data Placemats as a trial across all year levels and subject areas. This process is seen as positive and useful by staff.

- The leadership team has articulated their improvement agenda to the school staff under three broad organisers: Innovate, Cultivate, Generate.

  These organisers are well known throughout the school, however staff are not clear how the organisers impact on their work or professional learning. The Strategic Plan 2016 has been collaboratively planned and details a number of more specific strategies in each of these area.

- The leadership team consists of a large proportion of newly appointed members, including a number of new positions.

  There is currently confusion with staff members regarding the roles and responsibilities of the leadership team. The leadership team are working to clarify their roles and responsibilities and develop processes for monitoring and evaluating the effectiveness of their programs of responsibility.

- The school has a self-developed pedagogical framework.

  This document is founded on the Australian Institute of Teaching and School Leadership (AITSL) standards. The current document does not detail procedures, practices and strategies – for teaching, differentiating, monitoring, assessing and moderating – to be consistently implemented across the school. Staff are unclear how to enact the current Pedagogical Framework in classroom.

- School leaders lead and model professional learning within the school.

  This has occurred in the staff professional development days in January and in subsequent in-school development activities. The school encourages staff to engage in professional discussions and provides a range of whole school and optional learning opportunities. There is currently no whole-school professional learning plan to strategically direct the learning of the teaching team.

2.2 Key improvement strategies

- Refine the Explicit Improvement Agenda (EIA) to identify, articulate and communicate a sharp, narrow and deep focus.

- Define the roles and responsibilities of all members of the leadership team and communicate with staff and the wider community.

- Adopt a research-based pedagogical framework that provides clarity around expected classroom procedures, practices and strategies – for teaching, differentiating, monitoring, assessing and moderating – including a whole-school reading and numeracy framework.

- Embed systemic processes of data analysis through the use of a common tool, for example the classroom data placemat.

- Develop, monitor and review a whole-school professional learning plan which is informed by and supports the explicit improvement agenda with associated resourcing.