



SELF DETERMINED

SCHOOL REVIEW REPORT

Cavendish Road State High School

Cavendish Road and Holland Road, Holland Park, Qld. 4121



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Qld 4109

ACN 147 502 967

August, 2015
Ms Corrine McMillan
Principal
Cavendish Road State High School
Cavendish Road and Holland Road
Holland Park
Qld. 4121

Dear Corrine,

Thank you for the opportunity to facilitate the Self- determined School Review for Cavendish Road State High School.

Following the School Review Panel Visit, I attach a copy of the School Review Report.

Thank you for the professional courtesy extended to the visiting panel and for the hospitality provided by you and your staff during the visit.

Please pass on the thanks of the panel members.

Yours sincerely

A handwritten signature in black ink that reads 'Frank Peach'. The signature is written in a cursive style with a large, looping 'F' and 'P'.

Frank Peach
Chair
Australasian Schools Accreditation Agency

EXECUTIVE SUMMARY

Achievements

The ASAA School Review Panel identified a number of areas of the school's current practices that it commends. These are set out in this report; however, the ASAA panel particularly wishes to acknowledge the following areas of school practice as demonstrating high levels of performance.

- The school enjoys a reputation as a high performing school characterised by excellent staff- student relationships with a clear focus on learning.
- The school has a strong commitment to the implementation of a school-wide pedagogical framework based on the Art and Science of Teaching [ASoT].
- The school provides a quality curriculum especially through the academic, sporting and cultural Academies and the Academy of Ideas.

Pathways to the Future

In conducting its School Review, the panel determined the following outcomes to be achieved over the next four years. Aspects of these outcomes are set out as recommendations in the sections of this report that follow.

- Identify and market an aspirational 'brand' for the future that builds on the current quality foundations.
- Build on the work which the school has commenced through the implementation of ASoT as the pedagogical framework to enhance and challenge professional practice and sharing.
- Redesign the roles, responsibilities and deployment of the non-teaching workforce to provide quality para-professional support to all students.

REVIEW FOCUS

- 1. Investigate the extent to which female students are supported in their learning to ensure:**
 - a) academic success; and**
 - b) increased female student enrolments in the future.**

- 2. Determine the extent to which academic and pedagogical excellence is evident across the school, including the success of the seven Education Queensland approved Academy Programs of Excellence.**

- 3. Review the structure of the non-teaching workforce across the school to ensure improved:**
 - a) Service to the school and community;**
 - b) And physical presentation of the school.**

- 4. Analyse the extent to which the current five values reflect the future goals of the school.**

FOCUS AREA 1

Investigate the extent to which female students are supported in their learning to ensure:

- a) academic success; and**
- b) increased female student enrolments in the future.**

Findings

- There is a strong sense of community and pride in this school
- This school has strong traditional values that underpins the calm and focussed learning environment provided to all students
- The school is committed to continuous improvement and embraces innovation without devaluing tradition
- The Art and Science of Teaching was strongly evidenced in year 7, with consistent practice also referenced across the school.
- Females across all year levels are not disturbed by the higher number of boys in their classes. Furthermore females believe the imbalance provides opportunity for them to develop their communication skills
- There is no evidence to suggest that females are impacted negatively in the learning environment despite the gender imbalance. In fact academic outcomes for female students are considerably high
- There is strong female representation at the student leadership level
- Females are catered for equally to boys through a variety of Academy offerings and a challenging and diverse curriculum
- Females are focused and have very high standards around teaching and learning expectations for all students at this school
- The vertical peer support program is valued by female students. It was particularly evident that junior secondary females value the female role models peer mentoring provides, however senior females do not currently have a formalised approach to providing a female mentor available to them
- Celebrating student success is evident- particularly in the sporting arena
- Religious beliefs and opportunity for scholarship are likely factors influencing non enrolment for some in catchment students
- In catchment students are primarily non-denominational non academy students

- Students value their teachers and teachers value their students. Relationships are strong and contribute significantly to the positive school culture and sense of belonging
- Females identify that male academy students see academic performance as secondary to their athlete performance
- Feedback from female students suggests there is a need for male academy students to be more focussed and committed to the importance of cross curricular learning
- There is minimal marketing that showcases the opportunities for young women to enrol at this school
- The physical boundary of this school is not being utilised for marketing to its potential to influence future female enrolment
- The academies are innovative and committed to student growth however there is evidence to suggest there is a lack of consciousness to the key standards and values that must be consistent across these to guarantee alignment

Commendations

- The Netball Academy provides an environment for young females to excel holistically with attention placed on the personal, academic and leadership development of young women
- This school is inclusive and has strong systems in place across all levels of operation to track and develop each student to enable individual potential to be reached for all female students. This is currently strongest for years 11 and 12.
- This school's junior secondary approach to investing in pedagogy that models the Art and Science of Teaching is reflective, collaborative and progressive. The year 7 teachers in particular model this practice
- This school values relationships and continuous improvement. Strong student and teacher relationships contribute significantly to the inclusive, caring environment and academic growth of each student

Affirmations

- The school continues to value the tradition of high behavioral and academic standards without compromising innovation enabling females to have confidence in their school
- The school consistently accesses, analyses and interrogates reputable and comprehensive data sets with the view to inform future planning to ensure a quality education for every student

- The school's teaching and learning environment and inclusive culture provides opportunity for all females to learn and succeed without intrusion. This is evidenced by the school's high academic outcomes of female students
- The school has leveraged from the success of its sporting academies to initiate academies targeting academic talent that enables gender equity
- The school's vertical peer support program continues to provide the environment for young females to be supported and mentored by senior female students on issues that support their social and emotional well-being. The outcomes are evident in the confidence levels of female students engaging in student leadership position in senior schooling

Recommendations

- Expand the philosophy of incorporating personal and leadership development that currently exists in the netball program into all academy programs to ensure and maintain high standards and inclusivity in classrooms
- Review the individual approach to marketing of academies to bring together the quality and opportunity each provides through a consistent theme that reflects the schools vision and values
- Invest in a quality marketing campaign that showcases the unique, personalised and inclusive environment that makes a difference to female student outcomes at this school
- Showcase female and academic success publicly in and outside of the school community
- Source female industry mentors for senior girls in their chosen vocation to ensure their career aspirations are contextualised and employment opportunities enhanced
- Utilise the current practices modelled by the junior secondary team (particularly year 7 teachers) as an exemplar for the whole school to support the implementation of the Art and Science of Teaching.
- Expand the processes of tracking and supporting student progress, which currently exist in the senior school, to occur across all year levels

FOCUS AREA 2

Determine the extent to which academic and pedagogical excellence is evident across the school, including the success of the seven Education Queensland approved Academy Programs of Excellence

Findings

- High quality student outcomes are evident in all aspects of school performance. These include academic achievement in Year 7 and Year 9 NAPLAN tests, Year 12 outcomes, specialist subject academic academies and sporting academies.
- Year 7 and 8 students reported high levels of satisfaction and excitement with the junior secondary curriculum, pedagogy and facilities.
- The school has partnerships with universities for students enrolled in some of the academic academies. Non-tertiary-oriented students have a wide choice of vocational subject offerings.
- Student behaviour is of a very high standard and reflects a strong and effective pastoral care/peer support program which is highly regarded by students.
- The school provides a wide range of quality extra-curricular international, national and local activities that is highly valued by students and parents.
- The school's Pedagogical Framework is based on Marzano's "Art and Science of Teaching". Staff are involved in a comprehensive professional development and training program that is led by Strategic leadership staff who routinely model the ASOT principles.
- Students report very high levels of satisfaction with the quality of teaching and the overarching level of care and commitment demonstrated by staff.
- Student attendance rates appear to be influenced by variables that are sometimes difficult to account for.

Commendations

- High quality student outcomes are evident in all aspects of school performance.
- The school staff demonstrates a sincere belief in the ethos of the school to provide the best opportunity for all students in academic, sporting, music and cultural programs.
- Student behaviour is of a consistently high standard.
- The school has developed a clear action plan to consistently implement the Art and Science of Teaching framework, inclusive of extensive professional development, feedback and monitoring processes.

- Staff are passionate about their subject areas and are provided with opportunities to specialise and develop in their areas of interest. Significant investment is made in staff professional development
- The breadth and diversity of extra-curricular international, national and local opportunities provided for students is a credit to the staff.

Affirmations

- The Art and Science of Teaching pedagogical framework is viewed by teachers as a priority, giving a sense of purpose to teaching for a variety of learning styles.
- The school has recognised the need to establish a process to identify and document the learning styles and diverse learning needs of students from year 7-12.

Recommendations

- The Executive Leadership Team and the Strategic Leadership Team articulate the school vision and emphasise the focus on student learning and achievement to the school community and potential students for enrolment.
- Investigate the feasibility of offering the International Baccalaureate Diploma program with direct links to nearby tertiary institutions.
- Capitalise on the Principal's Churchill Fellowship Award to investigate direct links and relationships with Universities in Asia [Singapore] to further facilitate global links for students and to encourage students to prepare for a globalised world in the future
- Develop a marketing Plan that effectively communicates the successful achievement of students in a range of academic, sporting, music and cultural pursuits.
- Investigate the specific reasons why the school attendance rate does not reflect like schools and the school's ICSEA
- Develop a single document that aggregates all information regarding Academic and Sporting Academies.
- Review and refine the attendance monitoring system to ensure the accuracy and validity of attendance data.
- Ensure all sporting academies develop an academic link with a university or external educational provider to ensure the validity of the programs in a school with a strong academic focus.
- Ensure that the ASoT Pedagogical Framework is embedded across the school using a long term structured approach which includes timelines, provision for the development of new staff, staff collegial feedback of each other's lessons and the incorporation of the Student

and Class Dashboard leading to high levels of differentiation and extension of gifted students.

- Consider the inclusion of an Academy program which better caters for female students in areas such as business, law, journalism or political science.

FOCUS AREA 3

Review the structure of the non-teaching workforce across the school to ensure improved:

- 1. Service to the school and community;**
- 2. And physical presentation of the school.**

Findings

Service to the school and community

Human Resources

- Cavendish Road State High School has a committed and passionate support staff who are valued highly by the teaching staff.
- The support staff are cognisant of their role in the school to support the delivery of education.
- Support staff are provided with some learning opportunities.
- Support Staff are happy to work at Cavendish Road State High School.
- Staff feel settled now that a new permanent Principal has been appointed as there were several years of Acting Principals. Staff feel inspired and are positive because they anticipate stability.
- Staff appreciate that they are in a school where they, and the students, feel safe and are able to deliver quality education.
- The Business Services Manager is a member of the Strategic Leadership Team (SLT) and attends the operational meetings of the SLT each fortnight.
- Non-teaching staff performance development processes need to be revised. Some staff saw the process as a performance review rather than a developmental or learning opportunity; and would like it to be more.
- Support Staff would like to see a middle management structure; not only for the opportunity that this may provide them, but also identified that the current structure may not be producing the expected nor desired outcomes
- The Groundsman has been working at the base level for ten years. He is enthusiastic. Currently he has assistance 3 days a week and would like to have it increased to 5 days.
- The cleaners are being managed by a cleaner on the same pay level as others she is supervising.
- Teacher hours provided to the practical subjects of Design and Technology, Manual Arts, Home Economics and Visual Art are minimal.

- The Attendance Officer is experiencing difficulties undertaking her role due to a number of reasons including, poor, or lack of, marking of rolls from teachers and inefficient attendance strategies, procedures and policies.
- The Student Services Centre is perceived negatively by some staff. Centralisation of teacher aide support where teacher aides are based in the Student Services Centre has been in place at Cavendish Road SHS from some time.
- Succession planning of critical roles for support staff is not evident or if it is, it is minimal. This was a concern to staff. Procedural manuals have not been developed for critical roles.
- The Resource Centre teacher aide rarely has lunch breaks.
- I.T. staff manage a large program. Significant resources are required to sustain the 1-2-1 program, both in hardware and technical support.

Finance

- The school has effective financial processes and is financially viable.
- The Heads of Department would like to be provided more support with budgetary processes (i.e. areas of allocation, development, maintenance and review and regular budget overview and detailed transaction reports).
- There is high value of outstanding debt from unpaid subject fees or Student Resource Scheme.
- There is no Finance Committee. This is currently carried out by the Strategic Leadership Team as a whole
- Finance staff identified that they would like some additional time to complete some aspects of their work that is put on the back burner. They would like to provide more support to the school community, but there is not enough time.
- Some staff stated that the budget process is unclear and not well represented by staff.
- The 1-2-1 program needs to be visited with a view to sustainability. Discussion is underway regarding a BYOD program for 2017.

Physical presentation of the school:

- Staff expressed pride in the beautification program currently underway in the school. They would like this to continue.
- Staff spoke highly of the Groundsman.
- Staff felt that the rotations of cleaner areas were undertaken too frequently. The short time spent in some areas did not encourage relationship building or ownership.
- Staff also expressed concern about cleaners following their programs too rigidly i.e. leaf blowing on windy days.

- The area outside of the Accounts Payable does not provide enough shelter from the elements with parents and students lining up sometimes out into the street and in full sun. There is also no seating.
- There is great pride in the ovals. One of the ovals has lights.

Commendations

Service to the Community:

- The workforce of Cavendish Road State High School is strong, proud and active.
- Support staff work are committed to the school; and work beyond their role descriptions (a lot of goodwill in the school).

Physical presentation of the School:

- Fencing of the school is a positive step to prevent vandalism in the school.
- The recent works undertaken around the school are significant and are aesthetically pleasing.
- Master Planning has commenced and the plan itself is very descriptive. This document will prove to be of huge benefit when grant applications are being written.
- The oval with lights is a significant asset for the school.

Affirmations

Service to the school and community:

- Support staff enjoy working at the school.
- Support staff are valued for their contribution to education.
- All staff feel positive now that they have a permanent Principal.
- Finances of the school are healthy and will able to support the Principal in the programs of facility rejuvenation and support staff restructure and recognition.

Physical presentation of the school:

- Staff expressed pride in the beautification program currently underway in the school. They would like this to continue.
- The Groundsman is enthusiastic and would like to undertake further projects.
- Fencing of the school is a positive step to prevent vandalism in the school.

Recommendations

Service to the Community:

- Establish a middle management structure for the support staff and undertake a review of the current non-teaching staff structure to ensure it better meets the needs of the school community.
- Review the position of the Groundsman who has been working at the base level for 10 years. (There is a pay scale available for him to go to in the current Award OO2 to OO3).
- Establish a Senior Cleaner position (this can be initiated through DET's Workforce Relations Branch by writing a position description) if the current arrangement is to continue where a cleaner supervises the cleaners.
- Establish a Professional Development Planning process for support staff which is done in conjunction with HODs and Program Managers who work closely with the staff, and overseen by the Business Services Manager.
- Encourage, resource and provide the opportunity a for support staff to engage in Certificate and Diploma courses to further their knowledge and support career advancement
- Provide more traction to the Performance Development process with a view to developing staff for the future. Include learning opportunities in the PDP process and encourage support staff to take on higher learnings.
- Instigate a Support Staff Excellence Award where nominations come from all staff.
- Relocate the Student Attendance Office as her current office is noisy. (Non-marking and errors in marking of rolls by some teaching staff needs to be addressed to prevent double handling in ID Attend and time wasted).
- Discuss teacher aide hours with HODs of the practical subjects to assess their level of need. The current hours provided are minimal.
- Review the hours of the teacher aides and administrative staff to ensure they are complying with award conditions and having a lunch break.
- Review the Finance Committee structure [being the Strategic Leadership Team] to ensure satisfaction of leaders and community with this current arrangement.
- Communicate clear and explicit budgetary processes to the Senior Leadership Team.
- Initiate a bad debt collection strategy possibly through the engagement of an AO2 for a month to phone parents and suggest part payment plans or to make immediate payment.
- Discuss with the Finance Committee the viability of the current 1-2-1 program taking into consideration both hardware and technical support with a view to adopting BYOD in 2017

Physical presentation of the school:

- Establish a Facilities Committee with representation from all sectors of the school community, especially the Groundsman. The interest in the beautification program is evident from all staff. Input from staff representatives is encouraged to allow ownership and pride to flourish. The groundsman will need additional assistance.
- Complete the program of works underway with rectification and beautification works.
- Establish a colour scheme for internal and external of buildings (walls, carpets, furniture, and signage) so that the school appearance and identity is seamless.
- Establish a signage style that fits in with the school's Visual Identity Guide (i.e. material, font, colour codes, logos).
- Establish and formalise a quality assurance process when significant work is undertaken by contractors.
- Discuss the issue of centralisation of Teacher Aides. If the philosophy is to continue, re-name the Student Services Centre (i.e. Student Services & Faculty Support Centre).
- Advertise to the community the availability of an oval with lights. With the MOU with Easts RLFC coming to the end of its life the time is right to start promoting the fields as well as seeking sponsorship to have the 2nd field lit.
- Embed the Master Plan in the school community. Possibly involve parents and staff through an EOI process to be a member of the steering committee. The steering committee could be established with a view to including professionals from the school community (e.g. developers, town planners, architects, project managers) as well as staff and student representation. Stage works through a priority identification program. Consider Grant Applications when staging the works (i.e. identify small, medium and large projects and do some of the smaller ones immediately to keep interest alive – market the work in newsletters and on website).

FOCUS AREA 4

Analyse the extent to which the current five values reflect the future goals of the school.

Findings

- The current values [courtesy, commitment, consideration, co-operation and challenge] are well known and supported across the school community.
- Four of the values were developed some years ago with 'challenge' being added in the last eighteen months.
- Feedback indicated that the values have been explicitly referred to more regularly in the junior school than in the upper secondary area.
- Surveys from all groups indicate confidence that the current school purpose and vision statements are aligned to the future direction of the school.
- All survey groups indicated support for the current values and believe they reflect what is valued now and into the future.
- The school's identity is clearly articulated in a range of documents, policies, strategies, classroom posters and the school website.
- The school places strong emphasis on developing a caring, supportive learning environment that facilitates individual excellence.
- While the current purpose, vision and values were supported by all groups in the school community, it was acknowledged that they may need to be revised to ensure that they provide the necessary aspirational focus for the future.

Commendations

- Cavendish Road SHS is performing at or above like schools at state and national levels on a range of measures and enjoys a strong reputation in the community as a high-achieving school in the academic, cultural and sporting areas.
- The school provides a range of quality curriculum offerings in line with its stated purpose of encouraging and supporting individual excellence.
- The school celebrates some academic, sporting and cultural success by students.
- The school has successfully implemented an exciting and caring year 7 and 8 transition and induction program and processes aligned to its stated vision.

Affirmations

- The current school wide pedagogical approach is being progressively implemented, is in synergy with the school purpose and vision and is designed to reinforce and operationalize the school values as they relate to learning.
- The school has a strong commitment to the well-being of all staff and students through a well-managed and caring learning environment.
- Strategic planning occurs in a cyclical fashion and aligns with the stated purpose, vision and values of the school.
- The school is conscious of the gender imbalance in enrolments and is investigating whether factors associated with the school culture are contributing to this situation.
- The school is committed to high quality individual professional behavior and accountability and has initiated strategies, policies and processes to monitor and support staff in meeting these expectations.
- The collaborative approach to developing and implementing the school-wide pedagogical framework has contributed significantly to its current success.

Recommendations

- Refine the current vision, purpose and values to ensure they provide the desired aspirational focus to achieve future goals.
- Undertake a marketing exercise to identify the desired school brand and promote this to ensure that the school remains the school of choice within the district.
- Extend and formalize the current network of alumni to identify potential mentors and harness their capacity to assist students.
- Review and refine the current range of partnerships with business, industry and community groups to ensure they are contributing to the desired goals of the school and providing improved learning opportunities for students.
- Ensure that all members of the Strategic Leadership Team model and promote the agreed purpose, vision and values of the school

SCHOOL REVIEW METHODOLOGY

Cavendish Road State High School chose Australasian School Accreditation Agency (ASAA) to undertake its self-determined review.

A representative of ASAA met with the Principal of Cavendish Road SHS to determine the desired focus of the review, the agreed methodology, the timelines and the composition of the review panel.

The school undertook an internal analysis of the four agreed focus areas and provided a report with relevant evidence of their findings.

The panel spent three days at the school meeting with school leaders, parents, students, staff and community members to gather information and test the assertions and findings of the school.

A draft report was shared verbally with the principal and school leaders prior to leaving the school on the third day of the review visit

A final report was provided to the school within two weeks of the review visit.

SCHOOL REVIEW PANEL

Panel Chair

Ken Rogers – Director ASAA

Panel Members

Sue Dalton – Principal Wellington Point SHS

Christine Collins – Business Services Manager Brisbane State High School

Greg Peach – Assisting Fellow ASAA