

North Lakes State College

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **North Lakes State College** from **6 to 9 September 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Len Fehlhaber	Internal reviewer, SRR
Andrew Beattie	Peer reviewer
Denise Kostowski	Peer reviewer
Ray Johnston	External reviewer



1.2 School context

Indigenous land name:	Gubbi Gubbi
Location:	Prep to Year 9 – Joyner Circuit, North Lakes Years 10 to 12 – Little Burke Street, North Lakes
Education region:	North Coast Region
Year levels:	Prep to Year 12
Enrolment:	2360
Indigenous enrolment percentage:	4.4 per cent
Students with disability percentage:	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1029
Year principal appointed:	June 2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, two Heads of School (HoS), seven deputy principals, deputy principal – inclusive practices, deputy principal – special education, Business Manager (BM), 11 Heads of Department (HOD), Head of Special Education Services (HOSES) – Early Childhood Developmental Program (ECDP), two guidance officers, six house leaders, 78 teachers, eight administration officers, eight teacher aides, chaplain, three canteen and café staff, schools officer – grounds, two cleaners, 132 students and 26 parents and caregivers.

Community and business groups:

- Four Parents and Citizens' Association (P&C) committee members and representative of Formula Student.

Partner schools and other educational providers:

- Bounty Boulevard State School principal and Kilcoy State High School principal.

Government and departmental representatives:

- Moreton Bay Regional Council Councillor, State Member for Bancroft and ARD.



2. Executive summary

2.1 Key findings

Teachers are committed to providing a seamless learning journey from Prep to Year 12.

Celebrating its 20th anniversary in 2022, the college is a Prep to Year 12 Independent Public School (IPS). Leaders identify a range of academic, sporting and cultural programs for students in all age groups. The college vision identifies *'inspiring [all] students to dream and succeed, now and in the future'*, with leaders indicating that this statement supports direction and improvement across the college.

Staff members consistently express positive regard towards the college.

Staff members attest to the collegial and supportive relationships they enjoy within their faculties and teams, and the dedication and passion of their colleagues. Many students acknowledge the consistent positive regard that their teachers and other staff demonstrate towards them, as learners and as young people. The college values, *'Choice, Courage and Respect'*, and its motto, *'Learn, Lead, Succeed'*, are well known and used in a variety of college documents and in messaging to students.

Leaders describe an ongoing focus on maximising the learning and wellbeing outcomes of all students.

The Executive Leadership Team (ELT) is comprised the executive principal, two Heads of School (HoS), Business Manager (BM), nine deputy principals, 14 Heads of Department (HOD), and three guidance officers. A statement of roles and responsibilities for leaders is currently being developed, and will include accountabilities and key deliverables. The roles of all members of the ELT in terms of instructional leadership are yet to be widely understood. Moving forward, the executive principal is committed to establishing rigorous practices to drive a strong performance agenda and guide implementation of all college projects. The importance of strategic leadership, lines of sight, and Quality Assurance (QA) are identified as ongoing priorities.

Members of the College Leadership Team (CLT) recognise that highly effective teaching is fundamental to the effective implementation of the curriculum and to the improvement in student achievement.

Teachers understand the importance of every student being engaged, challenged, and supported to maximise learning outcomes. The North Lakes State College Approach to Teaching and Learning (NLSCATL) is a recent initiative. A visual representation of NLSCATL has been shared with teachers. Many teachers indicate that their knowledge of these research-based approaches is limited. Members of the CLT identify the importance of supporting teachers in building their capability to achieve consistency and alignment across year levels in the teaching and learning process.



The college strives to create an environment that is safe, respectful, tolerant and focused on learning for all students.

A Student Code of Conduct 2021–2024 is documented. This includes a college values and expectations teaching matrix, with the college values and motto used as an organiser. Some secondary students and staff attest to the use of the matrix to support messaging to students regarding expected behaviour. The code of conduct additionally outlines responses to major and minor behaviours. Some teachers describe a lack of clarity regarding referral processes. Other teachers identify a requirement for greater feedback regarding actions taken. The CLT acknowledges the need to deeply understand the nature of teachers' concerns regarding behaviour management.

Leaders recognise the importance of accurate and timely student data in driving the college improvement agenda.

Leaders share the belief that by 'evaluating their work, they can better understand what is working and what is not, and why that might be, and evaluate student progress'. A range of documents have been prepared by leaders, including the Data and Evidence Plan, College Internal Monitoring Schedule, and Collaborative Data Inquiry Process. In addition, the Collaborative Assessment of Student Work (CASW) process is being systematically implemented across Prep to Year 6. Leaders acknowledge the need to further develop their data literacy skills to enhance learning outcomes for all students.

Leaders understand the importance of building a professional team of highly skilled teachers to support student learning.

A shared belief that ongoing professional learning strengthens teacher capability and the refinement of teaching practice is apparent. Teachers articulate their appreciation for the depth of collegial support within their faculties and teams. The college is working to have its Collegial Engagement Agreement endorsed and enacted in Term 4. The executive principal indicates that a systematic approach to practices, such as walkthroughs, informal and formal observations, mentoring, coaching and classroom profiling will provide opportunities for authentic conversations regarding curriculum, classroom management, and student engagement to improve professional practice.

The college has an explicit, coherent and sequenced plan for curriculum delivery across all year levels which makes clear what will be taught and how students learn.

Staff members acknowledge their collective responsibility for curriculum development and implementation, articulating a strong commitment to implementing the Australian Curriculum (AC) with fidelity and integrity. Collaboration with leaders and cohort peers is welcome in the development of engaging units of work. The college offers a comprehensive curriculum, with a diverse range of subjects in Years 11 and 12, particularly appreciated by students and parents.



2.2 Key improvement strategies

Further enhance the instructional leadership and change management skills of all members of the ELT to drive, monitor and quality assure the successful enactment of improvement priorities.

Support teachers to understand the rationale for, and successfully implement, an agreed set of high-yield pedagogical practices at the college.

Access the voice of teachers and other members of the college community to deepen the understanding and consistent implementation of effective behaviour management.

Strengthen the data literacy capabilities of leaders at all levels to make sophisticated use of whole-college and classroom data, including triangulation, disaggregation, and improvement over time.

Systematically enact the Collegial Engagement Agreement, with an emphasis on clear purpose, trust and support for teachers.