School Improvement Unit
Report

Chancellor State College
Executive Summary
1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at Chancellor State College from 1 to 4 August 2016.

The report presents an evaluation of the college’s performance against the nine domains of the National School Improvement Tool. It also recommends improvement strategies for the college to consider in consultation with its regional office and college community.

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

The college will publish the executive summary on the college website within two weeks of receiving the report.

The executive principal will meet with their Regional Director to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 School context

Chancellor State College was established as Chancellor State School in 1997 with 149 students attending the school in the first year of operation. As a result of rapid growth, the school was renamed as Chancellor State College in 2004. In 2016, the college has grown to 2 718 students across Prep to Year 12.

Chancellor State College is located within the Education Precinct of Sippy Downs.

<p>| Location:       | Primary Campus  |
|                | Scholars Drive, Sippy Downs |
|                | Secondary Campus   |
|                | Sippy Downs Drive, Sippy Downs |
| Education region: | North Coast Region |
| Year opened:   | 1997 Years 1 to 7 State School |
|                | 2004 Prep to Year 12 College |
| Year levels:   | Prep to Year 12 |
| Enrolment:     | 2 736 |
| Indigenous enrolment: | 2.7 per cent |
| Students with disability enrolment: | 5 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1033 |</p>
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<tr>
<th><strong>Year principal appointed:</strong></th>
<th>Term 3, 2014</th>
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<tr>
<td><strong>Full-time equivalent staff:</strong></td>
<td>239</td>
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<td><strong>Significant partner schools:</strong></td>
<td>Buderim Mountain State School, Chevallum State School, Glenview State School, Matthew Flinders Anglican College, Sunshine Coast Grammar, Mountain Creek State High School, Mountain Creek State School</td>
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<td><strong>Significant community partnerships:</strong></td>
<td>Buderim Foundation, Buderim Lions, Daniel Morcombe Foundation, Chancellor Community Church and Friday Youth Group, Helping Hands, Chancellor World of Learning, Toral Lodge Childcare, Bella Grace Early Learning Centre, Sunshine Coast Regional Council - TravelSmart, Ride to School, Environmental Division, University of the Sunshine Coast – Occupational Therapy Program, Professional Learning Committee, Early Childhood Integrated Learning Engineering Services program, Pre-Service Teacher Program, Robotics, Joint development of language programs, STEM initiatives and International programs, Headstart and Wider Field Experience – learning support, Teacher mentoring program, Joint use of infrastructure, University of the Sunshine Coast (USC) and Chancellor State College (CSC) Committees, Queensland University of Technology partnership with senior schooling and pathways for success, Fitnance Australia - Memorandum of Understanding (MOU) Fitness Cert III Registered Training Organisations (RTO), Binnacle Training College - MOU Business and Finance RTO, Australian Child Care Career Options - MOU Cert III Child Care RTO, College of Sports and Fitness - MOU Sport and Rec Cert III RTO, Lions Club - Young Leos, Scripture Union, Chaplain, Integrated Family &amp; Youth Services (IFYS) - Youth Support Coordinator, CYMH- Child psychologist support at Student Services meetings, Parents and Citizens’ Association (P&amp;C), College Council</td>
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<td><strong>Significant school programs:</strong></td>
<td>My Journey, Academic Excellence Programs in: Mathematics, Science, Engineering, Business and Information Technology, Technology, English and Humanities and The Arts, Engineering Futures Program, Football/Futsal Academy, Touch Football Academy, Primary and secondary student leadership programs</td>
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1.2 Review team

Bert Barbe Internal reviewer, SIU (review chair)
Liam Smith Internal reviewer, SIU
Alan Sampson Internal reviewer, SIU
Alan Whitfield Internal reviewer, SIU
Karen Tanks Peer reviewer
Jim McGowan External reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, Head of School (HOS) secondary campus, HOS primary campus, three Business Services Managers (BSM), five deputy principals, 15 Heads of Department (HOD), two Heads of Special Education Services (HOSES), 79 teachers, guidance officer, 16 teacher aides, scientific officers, school-based youth health nurse, two technical officers, two schools officers, five cleaners, 29 parents, 32 student leaders, 84 students and nine P&C employees

Community and business groups:

- College Council, P&C president and four representatives, Helping Hands Outside School Hours Care (OSHC)

Partner schools and other educational providers:

- Vice Chancellor - Sunshine Coast University, and Chancellor World of Learning Centre

Government and departmental representatives:

- Kawana State Member – Mr Jarrod Bleijie

1.4 Supporting documentary evidence

Annual Implementation Plan 2016 Explicit Improvement Agenda 2016
Investing for Success 2016 Strategic Plan 2013-2016
Headline Indicators (2016 release) School Data Profile (01.06.2016)
2. Executive summary

2.1 Key findings

A strong collegial culture of mutual trust and support has been established to promote student and staff member wellbeing.

Staff member morale within each of the three sub-schools is high. Staff members of the college demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, parents and the wider community.

The college leadership team and college council have established an improvement agenda in reading, numeracy, Upper Two Bands (U2B), senior outcomes and attendance.

Explicit whole-college targets have been set and communicated to parents and staff members. College leaders regularly review and track college actions against the Annual Implementation Plan (AIP) 2016. Teachers across both campuses articulate varied responses regarding the 2016 improvement agenda with some being unclear as to their roles and required actions in supporting the agenda.
A detailed pedagogical framework is in place based on Marzano’s\(^1\) Art and Science of Teaching (ASoT) model.

ASoT is the driving force for developing a learning culture that encompasses a consistent set of pedagogical expectations. A range of quality teaching practices are apparent in a number of classrooms throughout the college. These practices include the use of learning goals and success criteria, student tracking and differentiated practices in areas of assessment, support and structured, individual student learning goals. Aspects of ASoT are yet to be embedded across the college.

There is an opportunity for teachers to volunteer to participate in instructional rounds and learning walks.

Teachers are aware of opportunities to participate in instructional rounds, peer mentoring and targeted coaching. Engagement in these processes varies across the college. A formal observation and feedback process for teachers is yet to be implemented.

Many teachers develop student learning goals.

These goals tend to be broad in nature with student knowledge of their learning goals and understanding of how they can progress their learning in these areas varying across the college. Regular monitoring and review of learning goals is a process yet to be fully implemented.

Opportunities exist for teachers to visit colleague’s classrooms.

Teachers share strategies and resources within their year levels. Classroom visits are sometimes aligned to the Explicit Improvement Agenda (EIA). The extension of classroom visits across year levels is yet to occur.

Engagement with and participation in the community is central to the ethos of the college.

College leaders, in conjunction with community representatives, have been deliberate in their approach to building links beyond the college. The college community is regularly invited to participate in reviews and strategic planning. Members of the college council are active participants in aligning community values and improvements in student learning.

2.2 Key improvement strategies

Establish a cycle of review to ensure the EIA is communicated, actioned and monitored for impact on student learning outcomes.

Develop and implement an explicit strategy for instructional leaders to model, monitor and provide feedback to teachers on the agreed ASoT pedagogies so that all aspects are embedded across the college.

Develop and implement a formal, college-wide observation and feedback process.

Develop processes to review student learning goals to ensure consistent implementation across the college.

Expand the successful collegial culture of sharing and openness to critique by colleagues that exists within year levels across all year levels, ensuring alignment to the EIA.