Aviation High School

Executive Summary

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Aviation High School** from **28 February** to **2 March 2018**.

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 consider 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 the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
John Thornberry	Peer reviewer
Ken Rogers	External reviewer

1.2 School context

Location:	Widdop Street, Clayfield
Education region:	Metropolitan Region
Year opened:	2007
Year levels:	Year 7 to Year 12
Enrolment:	456
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1039
Year principal appointed:	2013
Full-time equivalent staff:	44
Significant partner schools:	Ascot State School, Nundah State School, Hamilton State School, Hendra State School and Brackenridge State High School, Aviation High School, Sandgate State High School and Earnshaw State College (BASE) cluster
Significant community partnerships:	Rotary Club of Brisbane Airport, QANTAS (Queensland and Northern Territory Aerial Services), Virgin Australia, Menzies Aviation
Significant school programs:	Rocketry Club, Unmanned Aerial Vehicle (UAV) Club, Instrumental Music, Aircraft Maintenance Engineering

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, guidance officer, five Heads of Department (HOD), Head of Curriculum (HOC), Business Manager (BM), master teacher, 28 teachers, 70 students, five ancillary staff members, tuckshop convenor, Parents and Citizens' Association (P&C) president, six parents, and Indigenous Liaison Officer (ILO).

Community and business groups:

- Community Development Officer Rotary Club of Brisbane Airport, Head of Talent Acquisition Virgin Australia and Future Pipeline Program Manager QANTAS.

Partner schools and other educational providers:

- Principal of Hamilton State School, principal of Ascot State School and principal of Sandgate State High School.

Government and departmental representatives:

- State Member for Clayfield and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (Semester 2, 2017)
Headline Indicators (2017)	Staff Handbook 2018
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey 2017
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

The school ethos is built upon high expectations and a commitment to excellence, underpinned by the school values of *'Respect, Integrity, Responsibility, Learning, Passion for Aviation High'*.

Learning environments are calm and well ordered and high expectations for all aspects of behaviour and achievement are well embedded. An atmosphere of pride pervades the school. Staff, students, parents and other members of the school community speak positively about the school, its leadership and direction, and the unique opportunities provided to students for their education.

The school leadership team views the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

The school is proud of its professional team of highly capable teachers, including teachers who take an active leadership role beyond the classroom. Students indicate that teachers care about their learning, and students and parents express confidence and trust in the school leadership team and staff members.

Professional growth is highly valued and encouraged and resources and opportunities are provided for teachers to pursue their professional learning.

A formal process of teacher observations occurs twice each term and is conducted by members of the school's leadership team. Teachers are provided with the opportunity to identify areas of practice in which they would like feedback. Informal collegial observation and feedback occur in some areas. A formal process is yet to occur.

School staff are united and committed to their core objective of improving learning outcomes for all students in the school.

School leaders are driving a broad improvement agenda that is captured within the school's vision statement and grounded in research and practice. The leadership team identifies four priority improvement areas for 2018 of data, differentiation, consistency of practice and U2B. These areas are expanded in the Annual Implementation Plan (AIP) to reading, writing, numeracy, explicit teaching, engagement, differentiation and data literacy.

The school has a documented whole-school curriculum plan that includes year level and term plans.

The school responds to the challenge of relatively small enrolments in the senior school and continues to offer students the opportunity to pursue tertiary entrance and quality vocational pathways particularly related to the aviation industry. School leaders are aware of the need to review and rewrite the school curriculum plan to ensure that it expands on current skill and content expectations, and includes the development of students' deep understanding of concepts, principles and problem solving within learning areas.

The leadership team articulates the belief that reliable and accurate data is a critical factor in the school's improvement agenda.

The school has processes for the collection and review of data and utilises a range of data to inform school priorities. A systematic and detailed school data plan is yet to be developed.

School leaders actively promote differentiated teaching as a strategy for ensuring that all students are learning successfully.

The school leadership team has purposefully included differentiation and improved student performance in the Upper Two Bands (U2B) as two of the four key priorities in the school's Explicit Improvement Agenda (EIA) for 2018. School leaders recognise the need to use other design questions from Marzano's Art and Science of Teaching (ASoT)[1] and build on the work underway with proficiency scales to expand the repertoire of all teachers in understanding and catering to the needs of all learners in their classes.

School leaders recognise that effective teaching, underpinned by a strong and common pedagogical framework is the key to improving student learning throughout the school.

The school is developing a consistent pedagogical approach linked to the improvement agenda. Some teachers articulate a need to focus on the further development of classroom practices that encourage Higher Order Thinking Skills (HOTS) and welcome Professional Development (PD) opportunities to develop their repertoire of practice.

The school leadership team makes deliberate and strategic use of a diverse range of partnerships.

The school has an extensive range of quality partnerships directly aimed at enhancing opportunities for students during and post schooling. The school leadership team recognises the need to continue to seek strategic partnerships in order to continue to provide quality learning opportunities for students. The school is yet to develop processes to regularly evaluate the impact of their partnerships in this regard and to monitor the sustainability of arrangements from contributing partners.

The physical presentation of the school is acknowledged by parents and other community members as a significant factor in attracting students.

Opened in 2007, school buildings, grounds and facilities are well maintained and modern and contribute to positive and engaging learning environments. Specialist facilities and resources provided for specialist subjects include flight simulators, Boeing systems and hospitality facilities reflective of an airline environment. Unmanned Aerial Vehicle (UAV) resources are provided to support specific aspects of the aviation program.

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[1] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.

2.2 Key improvement strategies

Sharpen and deepen the school improvement focus to a lesser number of annual priorities that will have the greatest impact on improving student outcomes.

Formalise a process for instructional leadership to strengthen shared knowledge in relation to pedagogical practices and their alignment with the strategic priorities of the school.

Develop and implement a data plan that identifies the data to be collected, the purpose of the data, who is responsible for collecting it and the process for responding to it.

Review and revise the whole-school curriculum plan to ensure that it contains vertical and horizontal alignment from Years 7 to12 with continuity and progression of learning across the years of school and including vocational options.

Continue to use ASoT and other identified strategies including the use of proficiency scales to broaden teachers' understanding of their learners to improve differentiation across the school.

Encourage the use of classroom strategies that enable students to deepen their learning and develop high order cognitive skills.

Establish processes to regularly evaluate strategic partnerships to ensure that they continue to have the desired impact on student learning and are providing worthwhile outcomes for contributing partners.