

# Aviation High School

## 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 .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Aviation High School** from **16 to 18 May 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 the EIB and reviews for Queensland state schools please visit the EIB [website](#).

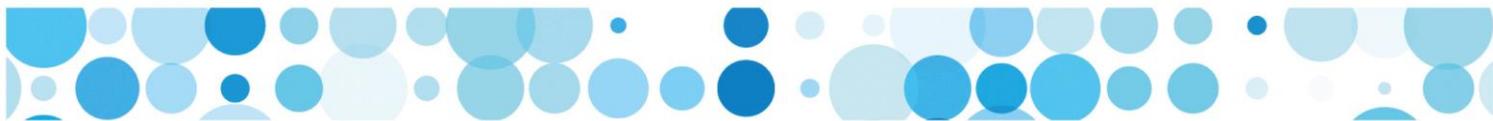
### 1.1 Review team

Julie Warwick	Internal reviewer, EIB (review chair)
Rachel Cutajar	Peer reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Turrbal and Jagera
<b>Location:</b>	Widdop Street, Clayfield
<b>Education region:</b>	Metropolitan Region
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	599
<b>Indigenous enrolment per centage:</b>	2.8 per cent
<b>Students with disability per centage:</b>	22.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1036
<b>Year principal appointed:</b>	2013



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, seven Heads of Department (HOD), Business Manager (BM), guidance officer, five administrative officers, three teacher aides, 29 teachers, 15 parents and 54 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, school council chair, Qantas Group Pilot Academy general manager, Pathways in Technology (P-TECH) Early College High Schools coordinator and Rotary community representative.

Partner schools and other educational providers:

- Principal of Hamilton State School.

Government and departmental representatives:

- State Member for Clayfield and ARD.



## 2. Executive summary

### 2.1 Key findings

**School leaders are committed to the development of an agile teaching team that is highly reflective, informed by best practice and continually seeking opportunities to improve their teaching.**

The principal references targeted strategies employed to support staff planning together, working smarter and using data at the core. The mantra *'our school, my responsibility'* captures the school commitment to collaboration and teamwork and the expectation that all teachers take responsibility for student learning and success. Leaders discuss a culture typified by colleagues having the 'courage to challenge' each other and recognising the importance of 'dialogue not monologue' when it comes to supporting others. Many students and parents articulate the high levels of pedagogical knowledge and skills that teaching staff possess.

**Students, parents and staff speak of the school's high expectations and the strong sense of community and care that pervades school life.**

A school-wide commitment to every students' success and strong support for the school's vision that *'students pursue academic excellence and social responsibility in a safe, supportive and nurturing environment'* is apparent. Students affirm a clear belief and feeling that teachers genuinely care for them, which is mirrored by teachers noting their care for students. The school community shares a strong sense of optimism and resilience for the future. A culture of academic performance and high expectations is nurtured at the school. This is reflected in exceptional student achievement data when compared with schools across the nation.

**The principal indicates that significant visioning work is to occur as a next step to support enactment of the school's 2023–2026 Strategic Plan.**

School leaders have identified the need to strategically envision a future focus and brand over the coming eight years. Visioning work will include identifying the school's preferred future and take into consideration anticipated enrolment growth, the changing local community, facilities development, emerging technologies and industries in the aviation field and beyond. Some staff members express a desire to 'future proof' the strong culture and ensure the sustainability of the collaborative and consultative nature of the school. Some members of the school community comment that consideration into the future branding and promotion of the school is timely with a view to building community awareness of both the aerospace specialisation and the desirability of the school for students pursuing other areas of interest.

**Staff members are committed to the provision of differentiated teaching and learning for the success of all students and the creation of a culture of inclusion.**

Staff express varied knowledge and understanding of the inclusive education policy. School leaders identify there is work in building an inclusive culture characterised by collective



ownership of inclusive language and practices across the school. Teachers describe different levels of expertise in matching teaching strategies to the diverse needs of students. Teachers value the role of support staff in providing reasonable adjustments to curriculum scope and sequences, and assessment. As the school grows, some teachers note the increasing demands and complexity of this portfolio of work. A whole-school inclusion strategy that explicitly identifies expectations and a shared philosophical approach is yet to be developed.

**Many leaders and teachers articulate a desire to see students taking an increased role in leading and owning their learning.**

The school has instigated processes to support teaching and learning activities that set high expectations for students, promote deep learning and encourage students to be active learners and take risks. Staff note the emergence of the work regarding ‘student dispositions’ and the explicit teaching behind this as positive. Staff members comment that a heightened student personal investment in academic success will support the development of school-identified student attributes of self-motivation, perseverance and reflection, in addition to the mastery of difficult material. Leaders discuss the importance of supporting the technical and soft skills required for the future workforce.

**The school has developed and implemented systematic processes to provide challenging and engaging learning activities aligned to the school’s pedagogical priorities.**

Many staff members note the strong connection between school pedagogical priorities and the Australian Curriculum (AC). Mapping and enactment of the general capabilities and cross-curriculum priorities is an emerging practice. Many teachers express an enthusiasm towards incorporating higher order thinking and culturally inclusive strategies aligned to the AC and the school’s improvement agenda into their planning. Teachers articulate they would value opportunities to further develop their capacity in explicit teaching of general capabilities and cross-curriculum priorities in order to effectively engage students in targeted and focused learning aligned to the AC achievement standards.

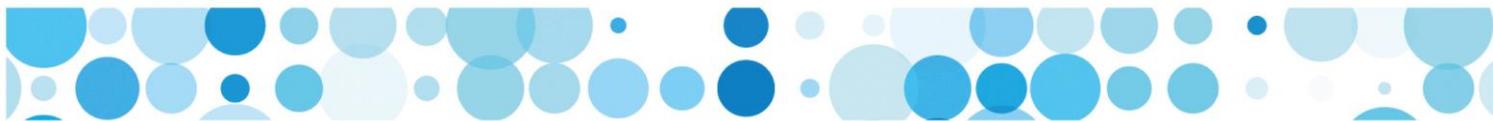
**Students and staff speak highly of the bespoke nature of subjects and culture of the school with respect to aviation.**

The school provides direct pathways for students seeking careers in the aviation and aerospace industries. The aviation stream is supported with curriculum options from Year 7 to Year 12, a suite of extracurricular activities, excursions, resources and industry partnerships. A number of teachers at the school have industry qualifications. The school has consistently been recognised at the annual Aviation Aerospace Awards for both teachers and students. This includes being a six-time winner of the coveted aerospace teacher of the year award and best aerospace studies program in the state. The school has a growing alumnus of students who have successfully transitioned into the aviation industry.



**The school has established a wide range of extracurricular and co-curricular activities to complement and enhance the student learning experience.**

The school places a high priority on building partnerships to enable young people to acquire the knowledge, skills and attributes to be successful. Students note a strong connection to clubs such as cadets, student council and Rotary, and speak positively of the Interact club's charitable work. Instrumental music and sporting options are highly regarded. The aviation specialisation is supported with Aero and Fly to Learn clubs, coding club, the aviation group and junior flight sims club. Parents are actively invited to partner in their children's learning, and are particularly supportive of the out of school hours' tutoring program. Students express valuing the access to this additional learning opportunity supported through a school partnership with university and alumni students. Participation in school clubs is well sought after and students and parents appreciate the time and effort school staff take to support these out-of-hours activities.



## 2.2 Key improvement strategies

Facilitate deep visioning work across the school and wider community to identify the school's preferred future and inform strategic planning.

Collaboratively develop an inclusion framework that builds a whole-school culture of inclusion and documents systems, processes, responsibilities and accountabilities.

Cultivate student agency across the school by collaboratively exploring the dimensions of student responsibility for learning and implementing strategies to build students' self-efficacy and ownership of learning across all classes.

Explore opportunities to further embed higher order thinking and culturally inclusive learnings from the AC general capabilities and cross-curriculum priorities into faculty curriculum plans.