

Northern Peninsula Area State College

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	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 the School Improvement Unit (SIU) at **Northern Peninsula Area State College** from **6 to 9 March 2017**.

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 schools will publish the executive summary on the college 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.

An action plan will be developed and submitted to SIU and region within six weeks of the college receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Peter Kelly	Internal reviewer
Stephen Bobby	Internal reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	Sagaukaz Street, Bamaga
Education region:	Far North Queensland Region
Year opened:	1973
Year levels:	Pre-Prep to Year 12
Enrolment:	737
Indigenous enrolment percentage:	96.5 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	721
Year principal appointed:	Term 4, 2016 (acting)
Full-time equivalent staff:	56
Significant partner schools:	Tagai State College
Significant community partnerships:	Northern Peninsula Area Regional Council (NPARC), Northern Peninsula Area Ngurpai Ikama Ikya Council, Traditional Owners, Elders, My Pathways, Bamaga Enterprises Ltd, Islanders Board of Industry and Service, Northern Peninsula Area Family and Community Services, Injinoo Healing Centre, NPARC Apudthama Rangers, Northern Peninsula Area Police, Adopt-a-Cop, daycare centres in each community
Significant school programs:	ASDAN, Cairns School of Distance Education Certificate courses, Weipa and Tagai Careers Fairs partnerships, work experience at Rio Tinto, Sea Swift, Bamaga Enterprises Limited (BEL) Young Indigenous Leaders, Laura Dance Festival



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

College community:

- Principal, three Heads of Campus, capability coach, co-ordinator of teaching and learning, deputy principal, two heads of teaching and learning, guidance officer, Head of Department (HOD) - junior secondary, HOD - reading, HOD - student services, 40 classroom teachers, two Students With Disability (SWD) teachers, Business Services Manager (BSM), 24 teacher aides, five administration officers, one youth coordinator, one Information Technologies (IT) coordinator and 36 students.

Community and business groups:

- Education Council Chair NPARC, Parents and Citizens' Association (P&C) president, 20 parents, two Traditional Owners and three Elders, two Purple Army coordinators and 10 representatives.

Government and departmental representatives:

- Mayor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	School Data Profile (31.10.2016)
Headline Indicators (2016 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2017	Professional development plans
School improvement targets	College newsletters and website
School pedagogical framework	School Opinion Survey
School data plan	Responsible Behaviour Plan
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

College leaders have established and are driving an Explicit Improvement Agenda (EIA) in reading and Positive Behaviour for Learning (PBL).

The agenda is known by staff members and students and has been communicated to parents and the wider community. The EIA has established a college-wide commitment to improved student learning outcomes in reading in a positive learning environment.

The leadership team routinely monitors attendance and takes appropriate action as required.

There is evidence that the college's actions are developing shared community ownership for student attendance being vital to improving student outcomes. This is particularly evident through the introduction of the Purple Army that provides a link between each campus and their communities. Student attendance is now linked to a reward system for students for positive behaviour and is well received by students.

The Students Educationally at Risk (SEAR) system process documents the intended college process for identification, referral and allocation of staff members and resources to students with additional learning needs.

Staff and community members express confusion regarding the SEAR process, stating that it is complicated and unclear. Loss of key personnel has impacted on the development and implementation of Individual Support Plans (ISP) and Individual Curriculum Plans (ICP). There is recognition from staff members and college leaders that the review of SEAR needs to be a focus.

Community and staff members identify that greater alignment is required between the junior secondary and senior curriculum and the opportunities for further training and employment.

Community members indicate a strong desire to work closely with the leadership team to develop stronger curriculum alignment and to look for opportunities to enhance the academic and vocational offerings in the senior schooling curriculum. They support the inclusion of local culture-based education within the context of the Australian Curriculum (AC).

PBL has been identified as a key improvement strategy to improve classroom learning behaviour.

Aspects of the program have been implemented including focus of the fortnight and the associated explicit teaching of the focus through role playing. A matrix explaining major and minor behaviours is developed. The PBL team consists of members of the leadership team, teachers and teacher aides. There are plans established to expand the membership of the PBL team to include community Elders and students.



Teachers are starting to use data to identify individual learning needs and differentiate teaching according to these needs.

The coordinator of teaching and learning has recently commenced data conversations with individual classroom teachers. A number of college programs in various sectors of the college are implemented to promote differentiated teaching and learning including designated learning blocks, additional teacher aide support and cooperative teaching support. Some teachers document their differentiation in planning documents.

The school professional development days' program includes induction, cultural awareness, mandated departmental training and the college '*Standards of Practice*'.

Staff members who undertook the six day 2017 induction speak highly of the comprehensive information provided to them. The teachers and teacher aides commencing work outside of the normal junctures report significantly reduced levels of induction.

Students communicate that they feel cared for by staff members and that positive relationships within the college exist between students and staff members.

There is a strong and embedded commitment by college staff members to the wellbeing and learning for each student.



2.2 Key improvement strategies

Prioritise the review of the SEAR system to consistently implement a clear whole of college process to identify, refer and provide appropriate support for students with additional learning needs.

Review, in consultation with parents and the wider community, the junior and senior secondary timetable and curriculum offerings to ensure there is strong alignment between the curriculum and the identified employment, further education and training opportunities for students.

Review and ensure the consistency of the PBL approach through engaging students, parents, Elders and significant community members.

Further develop a systematic and consistent approach to differentiation based on data analysis so that it is a feature of every teacher's practice.

Review and refine the induction program to ensure that it is inclusive of a community perspective and ensure consistent implementation throughout the year for all new staff members.