

Subject: 2024 Illaweenaa Campus Proposed Change of Timetable
Date: Tuesday, 22 August 2023 at 9:59:16 am Australian Eastern Standard Time
From: STEWART, Brad (bstew25)
BCC: 5554_Parents-Year06
Attachments: image001.emz, image004.png, image005.png, Proposed Change of Timetable Frequently Asked Questions.pdf

Good morning year 6 parents,

This email is intended only for those families whose child will be attending the Illaweenaa Campus in 2024.

This year, Stretton State College has provided flexibility for students in years 10, 11 and 12 the opportunity to finish their school day on a Wednesday at 1.05pm. This opportunity has been taken up by approximately 98% of students and has given time back to students for a range of different activities.

In 2024, the Illaweenaa Campus is looking to extend this flexibility across all year levels from year 7 – 12, which would mean that all students on a Wednesday afternoon would be able to leave at 1.05pm.

Whilst this flexible arrangement has benefits for students, Stretton State College is also committed to supporting and promoting a professional, collaborative approach to creating an expert teaching team with effective pedagogical practices. Improved student outcomes can only be achieved by ensuring that high quality, evidenced based teaching practices are being used in every classroom, every day. This means that on a Wednesday afternoon, our teaching staff can engage in collaborative team meetings to improve student outcomes.

In changing the school timetable on a Wednesday afternoon, It is important to note that in doing so, no curriculum time will be lost.

Students and parents have two options:

- **Option one:** students leave school grounds immediately and make their way home.
- **Option two:** students remain at school and complete independent study in a supervised study session.

At this point in time, this is a proposal only, and we are seeking to gauge the viability of altering the school timetable so that all year levels will finish at 1.05pm on a Wednesday afternoon, noting that year 10, 11 and 12 students will continue to have the flexibility on a Wednesday afternoon regardless of this viability survey.

We are asking parents to complete the following survey to gauge the viability of changing the school timetable. **This survey is to be completed by Thursday 31 August.**

Complete the survey

Attached to this email is some further information for Parents that provides answers to some potential questions..

Regards

Mr Brad Stewart

Illaweena Campus Principal
Rehabilitation and Return to Work Coordinator
Stretton State College | Illaweena Campus
Email: bstew25@eq.edu.au
Phone: 3723 0222

Queensland Department of Education trading as
Education Queensland International(EQI)
CRICOS Registration Number 00608A



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Tuesday, October 3, 2023 at 22:25:39 Australian Eastern Standard Time

Subject: FW: 2024 Illaweenena Campus Proposed Change of Timetable
Date: Tuesday, 22 August 2023 at 10:00:54 am Australian Eastern Standard Time
From: STEWART, Brad (bstew25)
To: 5554_illaweenateachers, 5554_illaweenaleaders
Attachments: image001.png, image002.emz, image005.png, image006.png, Proposed Change of Timetable Frequently Asked Questions.pdf

Good morning all,

The following email has just been sent to families in year 6, 7 and 8.

Regards

Mr Brad Stewart

Illaweenena Campus Principal
Rehabilitation and Return to Work Coordinator
Stretton State College | Illaweenena Campus
Email: bstew25@eq.edu.au
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From: "bstew25@eq.edu.au" <bstew25@eq.edu.au>
Date: Tuesday, 22 August 2023 at 9:55 am
Subject: 2024 Illaweenena Campus Proposed Change of Timetable

Good morning year 7 parents,

This year, Stretton State College has provided flexibility for students in years 10, 11 and 12 the opportunity to finish their school day on a Wednesday at 1.05pm. This opportunity has been taken up by approximately 98% of students and has given time back to students for a range of different activities.

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Released under the Information Access Act 2009

Tuesday, October 3, 2023 at 22:29:41 Australian Eastern Standard Time

Subject: FW: Possible 2024 Collaboration Time
Date: Tuesday, 8 August 2023 at 1:42:43 pm Australian Eastern Standard Time
From: STEWART, Brad (bstew25)
To: 5554_lcc
Attachments: image001.png, image002.png

Good afternoon LCC.

Please see below an email that I sent to Illaweenaa Leaders last week. I am sending this to you as I realise that this concept will be one that will need to be discussed at our next LCC meeting.

I will be sending an email to staff, hopefully this afternoon after the campus meeting, basically outlining what is essentially contained in this email. The next phase of this is to also send an email to parents to see where there is viability in doing this.

Please let me know whether you have any immediate questions, otherwise we can discuss at our next LCC.

Regards

Mr Brad Stewart

Illaweenaa Campus Principal
Rehabilitation and Return to Work Coordinator
Stretton State College | Illaweenaa Campus
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From: "bstew25@eq.edu.au" <bstew25@eq.edu.au>
Date: Wednesday, 2 August 2023 at 7:00 am
To: 5554_illaweenaleaders <illaweenaleaders@strettonsc.eq.edu.au>
Cc: Judy ROSE-COOPER <jrose44@eq.edu.au>
Subject: Possible 2024 Collaboration Time

Good morning all,

As you are already aware, this year we have allowed students in year 10, 11 and 12 the opportunity to go home on a Wednesday afternoon. There is no doubt that this has been great for some students in that they have been able to use the time for study, or to attend other matters. And I have no doubt that some students do not use the time wisely at all.

Whilst this has been good, there is inequity for those teachers that have a year 7 – 9 Connect Ed class as opposed to those that do not, and as a result we have not been able to leverage any intentional collaboration time during a Wednesday afternoon.

It seems as though many schools are starting to move to the model of making a variation to the school timetable to allow for intentional collaboration time. What this would look like for Stretton is that all year 7 – 12 students would be able to go home on a Wednesday afternoon. This could also mean greater time allocated to moderation and the different phases of moderation given that faculties only have three hours of meeting time per term.

What this means for us:

- Provide information of proposal to be tabled at LCC
- Draft an email to families of proposed changes and follow up with a survey of year 6 – 8 parents to seeking their willingness to support this proposal
 - Year 10 – 12 will still operate on the Wednesday afternoon concept – hence why we will only survey year 6 – 8 parents for the 2024 year 7 – 9 cohorts
 - Students who are unable to go home to be provided with a study session supervision – need to consider the staffing of study session rooms
 - Students to potentially register term by term

A couple of other moving parts that we would need to consider:

- Could VET catch up still happen – yes – but we would just need to look at how this works to allow staff members to engage in necessary collaboration
- Could excursions still take place on a Wednesday – yes
- And no doubt there are other things as well

I would like to get an email out to parents in the next week as time is ticking.

Whilst we have our next PLT session on Monday, can we please allocate the first 15 minutes to discuss this proposal, however if you have any thoughts now, please send them to me via email so we can consider this prior to the meeting.

Thanks in advance.

Mr Brad Stewart

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Rehabilitation and Return to Work Coordinator
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Subject: FW: students finishing early in order to enable staff collaboration
Date: Thursday, 31 August 2023 at 12:11:12 pm Australian Eastern Standard Time
From: MARESCA, Janette (jmare33)
To: STEWART, Brad (bstew25)
Attachments: image003.gif, image004.png, image005.png, image001.png, image002.png, image006.jpg

Jan Maresca

Executive Principal
Stretton State College
Tel: 37230222/Fax: 37230200
www.strettonsc.eq.edu.au
With purpose and spirit

Queensland Teachers' Union – Principal Union Representative



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From: QSPA - Discussions by members <DPQLD@DISCUSSIONS.EQ.EDU.AU> **On Behalf Of** MACDERMOTT, Lisa (lmacd99)
Sent: Thursday, 31 August 2023 11:00 AM
To: DPQLD@DISCUSSIONS.EQ.EDU.AU
Subject: Re: [DPQLD] students finishing early in order to enable staff collaboration

Hi,

We have implemented TIME4 teachers (Intentional Collaboration) at THE GAP SHATE HIGH SCHOOL this year. Our teachers have from 1:50 – 3:00 pm every Monday to work intentionally together on Systematic Curriculum Delivery, Differentiated Teaching and Learning and Feedback. It is structured using an Action Research Cycle.

Happy to chare.

Kind regards,

Lisa MacDermott

Acting Deputy Principal Year 9

**The Gap State High School
Turrbal Country**

PO Box 1, The Gap, 4061 | Queensland | AUSTRALIA | CRICOS 00608A
P: 07 3511 3888 | E: lmacd99@eq.edu.au | W: www.thegapshs.eq.edu.au



I acknowledge the Traditional Owners of the land where I walk and work and pay my respects to Elders past, present and emerging. I recognise their custodianship and role in caring for and maintaining Country over thousands of years. May their strength and wisdom be with us today.

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From: QSPA - Discussions by members <DPQLD@DISCUSSIONS.EQ.EDU.AU> **On Behalf Of**
BURTON-REE, Robyn (rburt5)
Sent: Thursday, 31 August 2023 9:44 AM
To: DPQLD@DISCUSSIONS.EQ.EDU.AU
Subject: [DPQLD] students finishing early in order to enable staff collaboration

Good morning Colleagues

We are exploring different ideas on how to give staff time for collaboration.

If your school has students finishing early in order to enable staff collaboration, I would love to hear what you are doing and how you are doing this.

Very much appreciated!

Kind regards

Robyn

Dr Robyn Burton-Ree

Principal

principal@vps.shs.eq.edu.au

Victoria Point State High School

93 - 131 Benfer Road Victoria Point QLD 4165
PO BOX 3358, VICTORIA POINT WEST Q 4165

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Department of Education **Equity and Excellence**

I would like to acknowledge the Quandamooka people who are the traditional Owners and Custodians of the land on which Victoria Point State High School is located.

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Subject: FW: students finishing early in order to enable staff collaboration
Date: Thursday, 31 August 2023 at 3:29:19 pm Australian Eastern Standard Time
From: MARESCA, Janette (jmare33)
To: STEWART, Brad (bstew25)
Attachments: image003.gif, image004.png, image005.png, image006.png, image007.png, image008.png, image009.png, image001.png, image002.png, image010.jpg

Jan Maresca

Executive Principal
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From: QSPA - Discussions by members <DPQLD@DISCUSSIONS.EQ.EDU.AU> **On Behalf Of** SIPPEL, Geoff (gsipp1)
Sent: Thursday, 31 August 2023 2:39 PM
To: DPQLD@DISCUSSIONS.EQ.EDU.AU
Subject: Re: [DPQLD] students finishing early in order to enable staff collaboration

Hi Robyn

Happy to discuss this further with you as our students finish earlier on a Monday afternoon and our staff then have collaborative planning time.

Regards

Geoff Sippel

Deputy Principal -Years 7 & 10

Phone: (07) 3432 1222 Mobile: **s 47(3)(b) -**

Email: gsipp1@eq.edu.au

Website: redbankplainsshs.eq.edu.au



REDBANK PLAINS

STATE HIGH SCHOOL

Learning First... Leading Tomorrow

136 Willow Road, Redbank Plains 4301

PO Box 378 Goodna QLD 4300



We acknowledge the traditional custodians of the lands, waters and culture where we live and work, and pay our respects to Elders past, present and emerging.

From: QSPA - Discussions by members <DPQLD@DISCUSSIONS.EQ.EDU.AU> **On Behalf Of** BURTON-REE, Robyn (rburt5)
Sent: Thursday, 31 August 2023 9:44 AM
To: DPQLD@DISCUSSIONS.EQ.EDU.AU
Subject: [DPQLD] students finishing early in order to enable staff collaboration

Good morning Colleagues

We are exploring different ideas on how to give staff time for collaboration.

If your school has students finishing early in order to enable staff collaboration, I would love to hear what you are doing and how you are doing this.

Very much appreciated!

Kind regards

Robyn

Dr Robyn Burton-Ree

Principal

principal@vpshs.eq.edu.au

Victoria Point State High School

93 - 131 Benfer Road Victoria Point QLD 4165

PO BOX 3358, VICTORIA POINT WEST Q 4165

Phone: 07 3820 5888 | [Website](#) | [Facebook](#)



VICTORIA POINT
STATE HIGH SCHOOL

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Stretton State College LCC Meeting

12th September 2023

Illaweena Library

Attendees: Brad Stewart, Luke Higgins, Michelle Shiels, Shane Woodward, Kerri Upton, Lauren Highman, Daniel Mills, Heather Boreland

Apologies: Jan Maresca

Brad – Change to daily routine:

- Change to timetable with school to finish at 1:30pm on Illaweena campus, Wednesday afternoons
- To enable collaboration, staff in two faculties, connect ed, campus meeting, moderation, focus on curriculum
- Staff have already been consulted

Brad – Change to timetable:

- Transition time, 5 min between P1 and P2, removal of care class, move to 2 x 75min with first five minutes to be for roll marking and transition
- Possible push back around not building relationships with students, can there be an impact on care / connect ed
- Week 1 Term 4 to have feedback to Brad from Illaweena QTU, Luke to facilitate, LCC process to be followed

Student Free Days 2024 – Brad

- Feedback on options to be sought end of Week 9 Term 3
- Todd and Dan to provide Gowan feedback by Thursday of Week 9 Term 3

2024 Data Collection Schedule – Lauren

Gowan proposed changes:

- Prep – Oral Language Screener and Brigance have been REMOVED – Oracy Screener has been ADDED for relevant EALD students only.
- Prep Early Start Literacy – will stay pending updates from DOE re: Literacy Continua updates.

- PM Benchmarks, Phoneme & Grapheme Identification and High Frequency Words – REMOVED as already enacted this year.
- P-2 School-based Phonics assessment – ADDED – Sounds -Write/Get Reading Right pending completion of teachers’ Sounds-Write PD
- DIBELS (reading assessment) – ADDED based on teacher feedback for tracking of Year 2 Academic Acceleration students. This new tool aligns to the Simple View of Reading.
- Year 2-6 PROBE – MODIFIED to Term 1 & 3 to avoid clashes with Reporting; MODIFIED to all Year 2-6 students receiving Academic Acceleration and for C/D borderline students.
- Consultation Week 2 or 3 to term 4

Released under the RTI Act by DoE

Subject: Possible 2024 Collaboration Time
Date: Wednesday, 2 August 2023 at 7:00:15 am Australian Eastern Standard Time
From: STEWART, Brad (bstew25)
To: 5554_illaweenaleaders
CC: ROSE-COOPER, Judy (jrose44)
Attachments: image001.png

Good morning all,

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 - Students to potentially register term by term

A couple of other moving parts that we would need to consider:

- Could VET catch up still happen – yes – but we would just need to look at how this works to allow staff members to engage in necessary collaboration
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Subject: Proposed change of timetable information.
Date: Monday, 21 August 2023 at 11:34:25 am Australian Eastern Standard Time
From: STEWART, Brad (bstew25)
To: HORNAGOLD, Adam (ahorn62), KINSELLA, Sandy (skins6), BORELAND, Heather (hbore2), AUSTIN, Jodie (jaust119), GILLIES, Kirrily (kgill101), MARESCA, Janette (jmare33)
CC: ROSE-COOPER, Judy (jrose44)
Attachments: image001.emz, image003.png, image005.png, Proposed Change of Timetable Frequently Asked Questions.pdf

Good morning all,

This is a draft of what I would like to send to parents in regards to the proposed timetable change. There is a button to a survey if you want to look at this as well.

Any feedback welcome.

Regards

Good morning/afternoon parents,

This year, Stretton State College has provided flexibility for students in years 10, 11 and 12 the opportunity to finish their school day on a Wednesday at 1.05pm. This opportunity has been taken up by approximately 98% of students and has given time back to students for a range of different activities.

In 2024, the Illaweena Campus is looking to extend this flexibility across all year levels from year 7 – 12, which would mean that all students on a Wednesday afternoon would be able to leave at 1.05pm.

Whilst this flexible arrangement has benefits for students, Stretton State College is also committed to supporting and promoting a professional, collaborative approach to creating an expert teaching team with effective pedagogical practices. Improved student outcomes can only be achieved by ensuring that high quality, evidenced based teaching practices are being used in every classroom, every day. This means that on a Wednesday afternoon, our teaching staff can engage in collaborative team meetings to improve student outcomes.

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Students and parents have two options:

- **Option one:** students leave school grounds immediately and make their way home.
- **Option two:** students remain at school and complete independent study in a

supervised study session.

At this point in time, this is a proposal only, and we are seeking to gauge the viability of altering the school timetable so that all year levels will finish at 1.05pm on a Wednesday afternoon, noting that year 10, 11 and 12 students will continue to have the flexibility on a Wednesday afternoon regardless of this viability survey.

We are asking parents to complete the following survey to gauge the viability of changing the school timetable. **This survey is to be completed by Thursday 31 August.**



Complete the survey

Attached to this email is some further information for Parents that provides answers to some potential questions..

Regards

Mr Brad Stewart

Illaweena Campus Principal
Rehabilitation and Return to Work Coordinator
Stretton State College | Illaweena Campus
Email: bstew25@eq.edu.au
Phone: 3723 0222

Queensland Department of Education trading as
Education Queensland International(EQI)
CRICOS Registration Number 00608A



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Released under the RTI Act by DoE



Proposed Change of Timetable for year 7 to year 9 in 2024: FREQUENTLY ASKED QUESTIONS.

Where has this initiative come from?

- This is a common change being implemented across many Queensland Department of Education schools. Staff will use this valuable time to collaboratively examine individual student strengths and areas of improvement, and to develop strategies to improve student success and outcomes.

Will this proposed change mean a loss of curriculum time for students?

- No. For students in year 7, 8 and 9, Wednesday afternoon is allocated to Connect Ed Lessons. Therefore, students will not lose a curriculum lesson, and Connect Ed will continue to be delivered on another day of the week.

My child/ren cannot make their way home in the absence of school buses and I am unable to pick them up. What happens?

- For students who are not able to make their way home, either by being picked up, catching the BCC 130 bus, or by walking or riding home, they will be allocated to supervised study sessions at school until 2.45pm.

Will my child/ren be able to remain on school grounds if they are not attending the supervised study sessions?

- No. Students would need to make their way home or attend the supervised study sessions, or in another school organized activity. Students would not be permitted to loiter on school grounds. Students still on school grounds at 1.45pm will be escorted back to a supervised study session.

Will parents need to register for supervised study sessions?

- Yes. Families will be asked to complete a registration for the supervised study sessions. From this a roll will be created and marked as per usual class protocol. Depending on feedback from this proposal, a formal process will be developed in 2024 should the change of timetable be implemented.

Will this change in timetable effect my child's attendance?

- Students who go home on a Wednesday afternoon will be recorded as "attendance not required" and therefore attendance will not be effected.

Will there be any teaching or instruction occurring in the supervised study sessions?

- No. The supervised study sessions will provide supervision only. It is the responsibility of students attending the study sessions to bring the appropriate work so that they can independently complete tasks, which may include assessment tasks, and/or revision and study.

ID	Start time	Completion time	Email	Name	Total points	Quiz feedback	Last modified time	What year level will your child be in 2024	Points - What year level will your child be in 2024	Feedback - What year level will your child be in 2024	Is it likely that your child will go home on a Wednesday afternoon at 1.05pm.	likely that your child will go home on a Wednesday afternoon at 1.05pm.	Is it likely that your child will go home on a Wednesday	Any other comments or feedback regarding this proposal.	- Any other comments or feedback regarding this
1	s 47(3)(b) - Contrary to Public Interest		anonymous					s 47(3)(b) - c			Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.			s 47(3)(b) - Contrary to Public Interest	
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306		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
307		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
308		anonymous		No - my child will likely need to stay at school on a Wednesday afternoon.	
309		anonymous		No - my child will likely need to stay at school on a Wednesday afternoon.	

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310	s 47(3)(b) - Contrary to Public Interest	anonymous	s 47(3)(b) - C	No - my child will likely need to stay at school on a Wednesday afternoon.	s 47(3)(b) - Contrary to Public Interest
311		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
312		anonymous		No - my child will likely need to stay at school on a Wednesday afternoon.	
313		anonymous		No - my child will likely need to stay at school on a Wednesday afternoon.	
314		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
315		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
316		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
317		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
318		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
319		anonymous		No - my child will likely need to stay at school on a Wednesday afternoon.	
320		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
321		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
322		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
323		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
324		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
325		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
326		anonymous		No - my child will likely need to stay at school on a Wednesday afternoon.	
327		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
328		anonymous		No - my child will likely need to stay at school on a Wednesday afternoon.	
329		anonymous		No - my child will likely need to stay at school on a Wednesday afternoon.	
330		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
331		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	
332		anonymous		No - my child will likely need to stay at school on a Wednesday afternoon.	
333		anonymous		Yes - my child will likely go home at 1.05pm on a Wednesday afternoon.	

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Tuesday, October 3, 2023 at 22:19:49 Australian Eastern Standard Time

Subject: Proposed Change to the Illaweena Campus Timetable for 2024
Date: Friday, 15 September 2023 at 3:11:36 pm Australian Eastern Standard Time
From: STEWART, Brad (bstew25)
BCC: 5554_Parents-Year06
Attachments: image001.png

Good afternoon,

Please note that this email is intended only for those families whose student is attending the Illaweena Campus in 2024.

Recently I sent an email to families around the notion of the Illaweena Campus allowing students to finish school at 1.05pm on a Wednesday to allow for teacher collaboration time to discuss student learning. As outlined in my email, this is something that the campus already does for students in years 10, 11 and 12.

After feedback from parents, there was an overall positive response to this concept and as such, the school will be looking to proceed with a trial of this concept in 2024. We understand that not every student will be able to go home on a Wednesday afternoon, and as such supervision arrangements will be put in place for these students. Further information will be provided to families during term 4 as to how this will work.

I would like to express my thanks to parents and families for taking the time to provide written feedback around this proposal as this has helped us consider a couple of key concepts to support students and their learning.

As we head into the holidays, I would also like to wish all families a restful holiday break and I look forward to seeing students back next term.

Regards

Mr Brad Stewart

Illaweena Campus Principal
Rehabilitation and Return to Work Coordinator
Stretton State College | Illaweena Campus
Email: bstew25@eq.edu.au
Phone: 3723 0222

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Tuesday, October 3, 2023 at 22:24:24 Australian Eastern Standard Time

Subject: Proposed Change to Timetable
Date: Wednesday, 23 August 2023 at 8:01:08 am Australian Eastern Standard Time
From: STEWART, Brad (bstew25)
To: HORNAGOLD, Adam (ahorn62), KINSELLA, Sandy (skins6), BORELAND, Heather (hbore2), AUSTIN, Jodie (jaust119), GILLIES, Kirrily (kgill101)
CC: MARESCA, Janette (jmare33)
Attachments: image001.png

Good morning all,

So far we have had 255 response to the proposed change to timetable.

Rough data shows:

- 168 saying yes
- 87 saying no

I haven't broken the responses into year levels yet, but I can see that we have had responses per year level

- Year 7 – 93
- Year 8 – 81
- Year 9 – 81

There is also variable feedback provided, some saying it is a good idea and some saying it is not a good idea.

I will collate this over the next few days.

Regards

Mr Brad Stewart

Illaweenaa Campus Principal
Rehabilitation and Return to Work Coordinator
Stretton State College | Illaweenaa Campus
Email: bstew25@eq.edu.au
Phone: 3723 0222

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Tuesday, October 3, 2023 at 22:22:42 Australian Eastern Standard Time

Subject: Proposed timetable change data
Date: Monday, 28 August 2023 at 8:40:40 am Australian Eastern Standard Time
From: STEWART, Brad (bstew25)
To: MARESCA, Janette (jmare33), HORNAGOLD, Adam (ahorn62), KINSELLA, Sandy (skins6), BORELAND, Heather (hbore2), AUSTIN, Jodie (jaust119), GILLIES, Kirrily (kgill101)
Attachments: image001.png

Hi all,

Here is the breakdown of results regarding the proposed changes. Overall it is 202 Yes and 111 No.

The breakdown is:

Year 7 in 2024

- Yes - 56
- No - 56

Year 8 in 2024

- Yes – 74
- No – 33

Year 9 in 2024

- Yes – 72
- No – 22

I will also collate the feedback comments at some stage.

Regards

Mr Brad Stewart

Illaweena Campus Principal
Rehabilitation and Return to Work Coordinator
Stretton State College | Illaweena Campus
Email: bstew25@eq.edu.au
Phone: 3723 0222

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Wednesday, October 4, 2023 at 14:45:29 Australian Eastern Standard Time

Subject: RE: Changing School Timetable
Date: Thursday, 10 August 2023 at 9:29:17 am Australian Eastern Standard Time
From: JOHNSON, Daniel
To: STEWART, Brad (bstew25)
CC: GIBBONS, Racquel
Attachments: image004.png, image005.png, image006.png, image007.png, DRAFT Flexible school hours - consultation record template.DOCX, DRAFT process guide - Flexible school hours.DOCX

Hi Brad

Thank you for your time on the phone today.

Please see attached the documents I was talking about on the phone today.

Daniel Johnson
Director Education Services

Metropolitan South Region
Department of Education

M: § 47(3)(b) - Contrary to Public Int

E: daniel.johnson@qed.qld.gov.au

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MacGregor Street | Upper Mount Gravatt QLD 4122
PMB 250 | Mansfield DC QLD 4122

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From: STEWART, Brad (bstew25) <bstew25@eq.edu.au>
Sent: Wednesday, 9 August 2023 1:00 PM
To: JOHNSON, Daniel <Daniel.JOHNSON@qed.qld.gov.au>
Subject: Re: Changing School Timetable

Thanks Daniel.

I just recall something was said at the school leaders meeting but was not quite sure what the specifics were.

Regards

Mr Brad Stewart

Illaweenaa Campus Principal
Rehabilitation and Return to Work Coordinator
Stretton State College | Illaweenaa Campus

Email: bstew25@eq.edu.au

Phone: 3723 0222

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From: "JOHNSON, Daniel" <Daniel.JOHNSON@qed.qld.gov.au>

Date: Wednesday, 9 August 2023 at 10:51 am

To: "bstew25@eq.edu.au" <bstew25@eq.edu.au>

Subject: RE: Changing School Timetable

Hi Brad

I will try and give you a call in the next day or so.

Daniel Johnson

Director Education Services

Metropolitan South Region
Department of Education

M: § 47(3)(b) - Contrary to Public Int

E: daniel.johnson@qed.qld.gov.au

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From: STEWART, Brad (bstew25) <bstew25@eq.edu.au>

Sent: Tuesday, 8 August 2023 1:45 PM
To: JOHNSON, Daniel <Daniel.JOHNSON@qed.qld.gov.au>
Subject: Changing School Timetable

Good afternoon Daniel,

We are looking to engage with the Illaweena (secondary campus) school community to gauge the viability of sending students home on a Wednesday afternoon in order to leverage intentional collaboration time. I was discussing this with Michael West from Bellbird Park at the recent school leaders meeting. Mind you it is something that we have been considering for a while now.

Is there anything that we need to do from a region perspective regarding this.

Regards

Mr Brad Stewart

Illaweena Campus Principal
Rehabilitation and Return to Work Coordinator
Stretton State College | Illaweena Campus
Email: bstew25@eq.edu.au
Phone: 3723 0222

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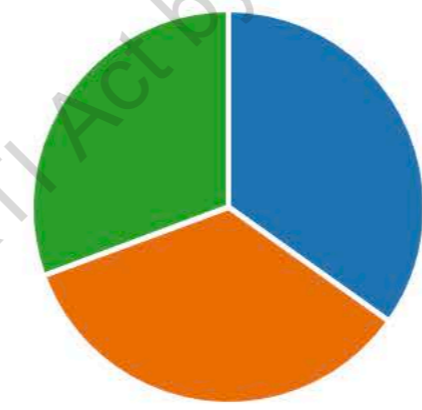
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1. What year level will your child be in 2024 (0 point)

More Details

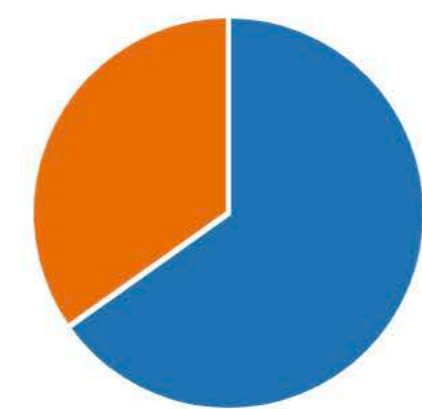
● Year 7	116
● Year 8	115
● Year 9	102



2. Is it likely that your child will go home on a Wednesday afternoon at 1.05pm. (0 point)

More Details

● Yes - my child will likely go hom...	217
● No - my child will likely need to ...	116



3. Any other comments or feedback regarding this proposal. (0 point)

More Details

Insights

2023 Term 1	Week 01
2023 Term 2	Week 02
2023 Term 3	Week 03
2023 Term 4	Week 04
2022 Term 1	Week 05
2022 Term 2	Week 06
2022 Term 3	Week 07
2022 Term 4	Week 08
CoT in Action	Week 09
The Stretton Way	Week 10
V9 Australian Curricul...	

Date/Time: |
Location: Library CLC
Attendees:
Apologies:

Secretariat: Leona

No.	Agenda Item	Responsible Officer	Time	Minutes
1.	Brad			<ul style="list-style-type: none"> Recently email sent with proposal to send students home early. Bellbird have provided info about how this looks for their students – running a study session for students who stay behind. <u>ext</u> step is to send information home From here, LCC and families to flag the idea; survey to families Feedback from ILT: Wednesday makes sense to continue/part time staff a consideration; consideration for extra curricular activities to be maintained; may provide time for elements such as moderation; ILT to work through what the space looks like in future meetings Evac info distributed to staff (Year levels split into two groups to go to two different gathering points)

Stretton State College

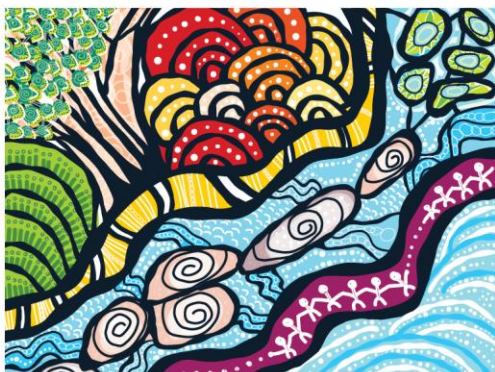
School review report

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Acknowledgement of Country



The Department of Education acknowledges the Traditional Owners of the lands across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Stretton State College** from **29 May** to **2 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

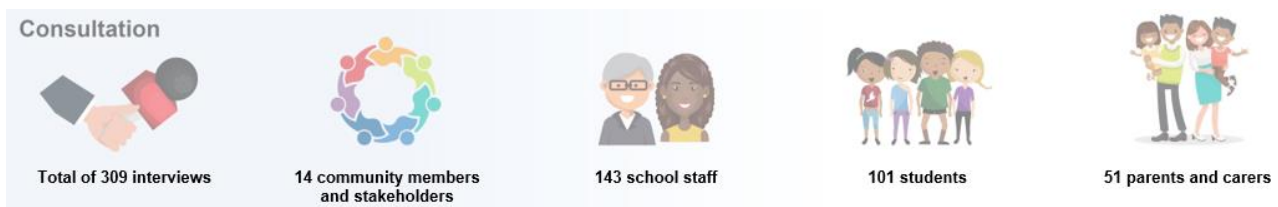
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Scott Curtis	Internal Reviewer, SRR
Anthony Ryan	Peer Reviewer
Valerie Hadgelias	External Reviewer
Ray Johnston	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Yuggera nation and the Yugambah people of the Yuggera language region.
Education region:	Metropolitan Region
Year levels:	Prep to Year 12
Enrolment:	3471
Indigenous enrolment percentage:	1.7%
Students with disability percentage:	10.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	1068

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **22 to 25 July 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1066 and the school enrolment was 2792 with an Indigenous enrolment of 1% and a student with disability enrolment of 4%.

The key improvement strategies recommended in the review are listed below.

- Establish and articulate clear and precise targets and timelines to drive progress, reporting and communication regarding all elements of the Explicit Improvement Agenda (EIA). (Domain 1)
- Capitalise on staff and student motivation aligned to the connected community priority, to review the scope, rigour and regularity of connectedness between schooling sectors and campuses at the college, to include Prep to Year 12 links, transition, and professional learning. (Domain 1)
- Implement a deliberate and planned approach to capability development of the expert teacher team in line with the EIA and systemic priorities. (Domain 5)
- Establish processes to systematically communicate, implement and monitor the college agreed practices for teaching and learning, to promote shared commitment and consistency across the site. (Domain 8)

2. Executive summary

2.1 Key affirmations

Across the college, a clear focus on supporting and growing each student, as both a person and a learner, is apparent.

Staff place a high priority on developing quality relationships with students, as a cornerstone for learning. Leaders and teachers routinely attest to the supportive and collegial relationships they experience on their respective campuses. Students, staff, parents and community members emphasise the high regard in which they hold the school, with a clear sense of pride and belonging pervasive across the school community. The 2022 School Opinion Survey (SOS) indicates that 93% of parents, 83.5% of students, and 97.8% of staff agree with the statement, 'This is a good school'.

Leaders have established a dynamic and positive learning culture.

They identify the importance of a strategic approach to, and a strong commitment for student engagement, wellbeing and achievement. Staff concur with the college belief statement that *'every student has the ability to accomplish their personal best and flourish as a member of [the] college community'*. They comment that 'Stretton Spirit' permeates all aspects of student learning and relational engagement as a powerful driver of performance and positive college culture. The college's strategic plan 2020-2023 is structured around 3 elements: mind, character, and community. These reflect the college's vision of *'Together with purpose and spirit, we strive to develop curious minds, strong character, and connected community'*.

A culture of learning for everyone is apparent across the college.

The executive principal identifies a focus of the college is on developing and growing all staff as the expert teaching team. Members of the College Leadership Team (CLT) have paid particular attention to building the capability of leaders and teachers. The teaching team deliver the curriculum using the agreed pedagogies of the 'Stretton Way'. The Professional Learning Plan reflects the college's learning culture aligned to mind, character and community. The executive principal identifies the importance of developing aspiring leaders and existing leaders across the college.

Leaders explicitly promote the use of differentiated teaching as an essential element of teaching practice.

Staff articulate that they understand that student achievement is enhanced when teachers know their students and are able to design strategies to individualise learning opportunities. Most teachers recognise that some students require significant adjustments to access and progress their learning. Teachers express a strong commitment to supporting students. Staff acknowledge the broad range of ability levels in most classrooms. Teachers understand the importance of differentiation to ensure that students are appropriately engaged, challenged, and extended, and express a commitment to working hard in this area.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Develop consistent, whole-college approaches to moderation at the planning stage, with specific focus on teachers collaborating on the alignment of planned curriculum, assessment and pedagogy, to deepen teacher understanding of what students need to know and do for each level of achievement.

Build on curriculum initiatives to enable a deep understanding of the Australian Curriculum (AC) by all teachers and leaders, accessing internal and external expertise to focus on curriculum design, standards-based assessment, and quality assessment processes to meet P-12 curriculum, assessment and reporting framework (P-12 CARF) requirements.

Domain 5: An expert teaching team

Enhance opportunities for leaders to engage with a range of approaches that support enacting school priorities with consistency, deepening instructional leadership, and modelling collegial engagement practices.

Domain 2: Analysis and discussion of data

Build leader's capability to facilitate rigorous data analysis and discussion with their teams, to strengthen the culture of data-informed practices across the college.

Domain 1: An explicit improvement agenda

Implement rigorous and systematic processes, supported by capability development, that assists all leaders in the Quality Assurance (QA) of the implementation and impact of Faculty Improvement Plans (FIP) and Sector Improvement Plans (SIP).

Domain 8: Effective pedagogical practices

Systematically enact The Stretton Way through leader modelling, feedback and support for teachers on contextualised, differentiated, and effective pedagogical approaches, to maximise engagement, challenge and learning for each student.

2.3 Improvement strategies summary

<p><i>Domain 1: An explicit improvement agenda</i></p> <p>Implement rigorous and systematic processes, supported by capability development, that assists all leaders in the QA of the implementation and impact of FIPs and SIPs.</p> <p>Refine FIPs, SIPs and other key planning documents to identify and clarify for all staff the improvements being sought, expressed in terms of measurable student outcomes.</p>
<p><i>Domain 2: Analysis and discussion of data</i></p> <p>Build leader's capability to facilitate rigorous data analysis and discussion with their teams, to strengthen the culture of data-informed practices across the college.</p> <p>Strengthen teacher capability in using data to identify, with precision, the next steps in learning for each student.</p>
<p><i>Domain 3: A culture that promotes learning</i></p> <p>Build a strategic and systematic data-informed approach to identifying, monitoring and maximising the learning progression of priority equity cohorts, to focus all staff on reducing gaps in these students' outcomes against a whole-school cohort.</p>
<p><i>Domain 4: Targeted use of school resources</i></p> <p>Investigate further opportunities, through staffing and timetable arrangements, to provide time for staff to collaborate on the enactment school priorities.</p>
<p><i>Domain 5: An expert teaching team</i></p> <p>Enhance opportunities for leaders to engage with a range of approaches that support enacting school priorities with consistency, deepening instructional leadership, and modelling collegial engagement practices.</p> <p>Enhance the identification and capability development of pertinent staff that supports the ongoing enactment of the Mentoring Beginning Teachers (MBT) program to ensure sustainability of this strategy.</p>
<p><i>Domain 6: Systematic curriculum delivery</i></p> <p>Develop consistent, whole-college approaches to moderation at the planning stage, with specific focus on teachers collaborating on the alignment of planned curriculum, assessment and pedagogy, to deepen teacher understanding of what students need to know and do for each level of achievement.</p> <p>Build on curriculum initiatives to enable a deep understanding of the AC by all teachers and leaders, accessing internal and external expertise to focus on curriculum design, standards-based assessment, and quality assessment processes to meet P-12 CARF requirements.</p> <p>Sharpen QA processes across the college to ensure that the intended curriculum is successfully enacted in classrooms.</p>
<p><i>Domain 7: Differentiated teaching and learning</i></p> <p>Further refine and systematically build staff understanding of the college vision for inclusive education, to ensure structures, processes and approaches align with Department of Education (DoE) policy and support students to access and progress through the curriculum alongside their same-aged peers.</p> <p>Build teacher capability in the provision of quality differentiated practice, with particular focus on highly capable learners, to optimise student engagement and achievement.</p>
<p><i>Domain 8: Effective pedagogical practices</i></p> <p>Systematically enact The Stretton Way through leader modelling, feedback and support for teachers on contextualised, differentiated, and effective pedagogical approaches, to maximise engagement, challenge and learning for each student.</p> <p>Clarify, for all leaders and teachers, how the impact of The Stretton Way will be evaluated and quality assured, to ensure timely and targeted pedagogical support for teachers.</p>
<p><i>Domain 9: School-community partnerships</i></p> <p>Further investigate cultural engagement opportunities to embed Aboriginal and Torres Strait Islander Histories and Cultures within the curriculum and to develop knowledge and understanding of this priority.</p>

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

Leaders have established a dynamic and positive learning culture. They identify the importance of a strategic approach to, and a strong commitment for, student engagement, wellbeing and performance. Staff concur with the college's belief statement that, *'every student has the ability to accomplish their personal best and flourish as a member of [the] college community'*. They comment that 'Stretton Spirit' permeates all aspects of student learning and relational engagement as a powerful driver of performance and positive college culture.

A Prep to Year 12 Independent Public School (IPS), the college comprises 2 campuses: primary - Gowan Campus (GC) and secondary - Illaweenaa Campus (IC). Two campus principals are appointed, with the executive principal having overall governance and accountability across Prep to Year 12.

The college has experienced rapid enrolment growth in the 18 years since opening, from the initial 157 students to 3 474 students at the time of the review. The organisational chart reflects the size and complexity of the school, with the College Leadership Team (CLT) comprising 10 deputy principals, 17 Heads of Department (HOD), 3 Deans of Students (DOS), 3 guidance officers, and 2 Business Managers (BM).

The college's strategic plan 2020-2023 is structured around 3 elements: mind, character, and community. These reflect the college vision of, *'Together with purpose and spirit, we strive to develop curious minds, strong character, and connected community'*.

Aligned to the strategic plan, the college's Annual Implementation Plan (AIP) is a one-page document, and describes focused improvement strategies, commitments to action, and performance indicators. Teaching staff consistently reference mind, character, and community. Across both campuses, staff identify a number of projects and initiatives currently underway as elements of the college's strategic journey for 2023. These include, 'The Stretton Way', Australian Curriculum Version 9 (AC V9), reading, and moderation. They consistently indicate familiarity with a number of targets, specifically those related to behaviour, effort, and attendance.

Elements of the AIP are further referenced in the college's planning documents including Sector Improvement Plans (SIP) on the GC, and Faculty Improvement Plans (FIP) on IC. Teachers indicate that through these documents, leaders have provided additional information about expectations and priorities for the current year. In some instances, problems of practice are identified, including 'Belly of Bs' on GC, and increasing the number of As on IC, with both of these referring to Levels of Achievement (LOA). There is a level of variability in FIPs and SIPs in the identification of specific performance indicators, expressed in terms of measurable student outcomes, used to facilitate the monitoring of student performance. Some teachers indicate they are yet to have a deep understanding of particular improvements being sought, and how they are expected to achieve these.

Executive leaders identify the importance of building the capability of leaders at all levels to successfully drive a strong improvement agenda. They specifically emphasise the importance of monitoring of practices and strengthening lines of sight to support consistency and precision of the implementation. Some leaders identify an opportunity to learn strategic planning from their colleagues across campuses.

The school council support the strategic direction and overall performance of the college.

Staff articulate a high level of respect for, and confidence in, college leaders. Parents express a strong appreciation for the professionalism and commitment of staff.

Improvement strategies

Implement rigorous and systematic processes, supported by capability development, that assists all leaders in the Quality Assurance (QA) of the implementation and impact of FIPs and SIPs.

Refine FIPS, SIPs and other key planning documents to identify and clarify for all staff the improvements being sought, expressed in terms of measurable student outcomes.

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3.2 Analysis and discussion of data

Findings

Strategic analysis and use of data is apparent in many areas of the college. Many leaders describe how data is used to inform decision-making and strategic planning. They collect data on student outcomes, including academic performance, attendance and behaviour. This data informs a range of programs, interventions, and initiatives. Data is frequently used to monitor student progress over time and identify priority areas for improvement on each campus.

There is a clear expectation that at the beginning of the year, teachers will commit to getting to know their students. Teachers access class dashboard on OneSchool to gain knowledge of the students in their classes. On GC, student folios are passed from a student's previous teacher as an ongoing record of valuable information on each individual student. It is expected that teachers will use data to inform their planning, support differentiation, and set goals for the coming term.

On GC, a number of data sets are used to provide a line of sight for the enactment of the planned curriculum, and to reflect on student progress. A walkthrough process using Sharratt's¹ 5 questions for students is an established practice on the primary campus, and is an emerging practice on the IC. Data walls are used to monitor student progress in English, humanities and business on the secondary campus, with this work informed by Putting FACES on the data².

Priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic achievement, attendance and behaviour, and student wellbeing. A range of diagnostic data sources are used to support identification of student learning needs, and inform class groupings and intervention strategies. Some teachers indicate their capability in using data has improved over time. Some staff communicate they wish to build their skills in interpreting and effectively using data to further inform their planning and classroom practice. Staff articulate that disaggregation of data is an area for further development.

Across the college, some leaders are able to demonstrate how they effectively use data to drive improvement in student learning. In the secondary sector, several HODs explain how they purposefully use data to investigate a problem of practice. On the GC, strategic planning documents, such as 'Bellies of Bs', guide rigorous analysis and discussion of data at each classroom.

There is an explicit expectation that leaders will work with their teams in unpacking student data, particularly LOAs. Discussion of data occurs in cohort and year level meetings on the primary campus, with an explicit process guiding these discussions. Data conversations also occur at faculty meetings in secondary campus. In some instances, HODs have data discussions with individual teachers. The frequency of data conversations, and the level of rigour involved, varies across the college. Members of the College Executive Team (CET) acknowledge that an ongoing focus on instructional leadership will support more sophisticated data-informed practices.

Some teachers communicate that moderation processes provide further opportunities for data analysis and discussion and are a vehicle for developing teacher capability in accurately assigning LOAs. Many teachers affirm the value of moderation in developing their understanding of the expectations of the Australian Curriculum (AC) and in ensuring valid and reliable assessment data.

Case management meetings provide opportunity to collaboratively focus on the investigation of an individual student's data and the identification of support to enhance student learning or wellbeing.

¹ Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynsharratt.com/>

² Sharratt, L., & Fullan, M. (2012). *Putting FACES on the data: What great leaders do!*. Corwin.

The college has a diverse student population. Fifty per cent of students speak languages other than English at home. Students who have English as an Additional Language or Dialect (EAL/D) require specific support to build English language skills. Bandscaling of EAL/D students occurs twice per year. All Tier 3 students, 145 across 2 campuses, are supported by the EAL/D staff via small group work and co-teaching. Students in Tiers 1 and 2 are supported by their class teachers.

As part of an application process, staff use ACER *General Ability Test* (AGAT) and LOA data to identify students for Lighthouse classes across Years 4 to 9, where the focus is on high performance, challenge and student-led learning. Students need to reapply for a place in the program each year.

A range of data is collected prior to students starting school to support the transition to Prep. This data, together with additional information gathered during Term 1, informs how best to support individual student needs. The Early Start literacy assessment tool is used by Prep teachers, the intervention team and leaders.

In senior secondary, a rigorous tracking and monitoring process is established. Intervention strategies are implemented as required to optimise student performance toward achievement of their Queensland Certificate of Education (QCE). In addition, senior schooling staff analyse a range of data sets to predict an Australian Tertiary Admissions Rank (ATAR) range for eligible students. School Online Reporting Dashboard (SOR) shows that 100% of Year 12 students attained either a QCE or Queensland Certificate of Individual Attainment (QCIA) at the completion of both the 2021 and 2022 school years.

Improvement strategies

Build leader's capability to facilitate rigorous data analysis and discussion with their teams, to strengthen the culture of data-informed practices across the college.

Strengthen teacher capability in using data to identify, with precision, the next steps in learning for each student.

3.3 A culture that promotes learning

Findings

Across the college, a clear focus on supporting and growing each student, as both a person and a learner, is apparent. Staff place a high priority on developing quality relationships with students, as a cornerstone for learning. Leaders and teachers routinely attest to the supportive and collegial relationships they experience on their respective campuses.

SPIRIT values are well embedded in the school, with many students readily articulating what this acronym stands for: Sincerity, Perseverance, Integrity, Responsibility and respect, Inclusivity and Thoughtfulness. Both teachers and students give examples of how they refer to these values on a regular basis.

A Wellbeing Wednesday document explaining key concepts from the field of positive psychology, is a readily accessible resource, used by some teachers. On IC, connect lessons are scheduled twice a week in junior secondary and once a week in senior secondary. DOSs provide teachers with resources and activities to use in these lessons. Conversations with teachers and students reveal considerable variation in the delivery of connect lessons. On GC, many teachers provide examples of how they use the SPIRIT values and PERMAH concepts in lessons and conversations with students. Some year levels work through the PERMAH concepts on a 4-weekly cycle.

Conversations reveal high levels of staff morale and loyalty to the school. Many staff generously offer their time to clubs, training, and extracurricular events. Some staff express a desire to have a more formalised and strategic approach to staff wellbeing to ensure its sustainability. The 2022 School Opinion Survey (SOS) shows that 80.3 % of staff agree with the statement, 'I feel that staff morale is positive at this school'.

Members of the college community routinely attest to high levels of positive student behaviour and citizenship. Some staff communicate a need to refocus on some minor behaviours and consistency of implementation and follow-up. On IC, leaders have responded, leading a review of key documents, including Common Agreements and Student Behaviour Charts, to refresh staff understanding and ownership of expected behaviour practices.

Recently, parents of First Nations students were invited to the school to garner their ideas. As a result of this input, leaders have commenced the production of a regular First Nations newsletter. Parents who attended advocated for greater visibility and acknowledgement. A strategic approach to building culturally safe practices to maximise the engagement of Aboriginal students and Torres Strait Islander students is yet to be enacted. Many leaders and teachers agree that monitoring the progress of priority equity cohorts is yet to be systematic practice across the college.

In response to the most recent SOS results, strategies are being established to access greater student and parent voice at the school. Many students at IC attest to the emerging practice of responding to student voice, by referring to the example of Stymie, an online platform introduced so they are able to anonymously report bullying.

Most parents acknowledge the quality of communication received from the school via newsletters, phone calls and social media. At a class level, parents generally express appreciation for the information they receive about the curriculum being taught.

Leaders strive to deliver a quality learning environment that is safe, welcoming and focused on learning and pathways for all. Students, staff, parents and community members emphasise the high regard in which they hold the school, with a clear sense of pride and belonging pervasive across the school community. The 2022 SOS indicates that 93.0 % of parents, 83.5 % of students, and 97.8 % of staff agree with the statement, 'This is a good school'.

Improvement strategy

Build a strategic and systematic data-informed approach to identifying, monitoring and maximising the learning progression of priority equity cohorts, to focus all staff on reducing gaps in these students' outcomes against a whole-school cohort.

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3.4 Targeted use of school resources

Findings

The CLT actively enables and promotes the values of '*mind, character and community*' through the resourcing consideration including finances, staffing, Information and Communication Technology (ICT), and facilities. Many teachers share how curriculum resourcing is further embraced through collegial connections, and that consideration of student learning and wellbeing needs is the ongoing imperative.

Many teaching staff articulate their appreciation of physical and human resources supporting curriculum delivery, individual student learning and wellbeing needs. The college revenue is attained from a range of system and external sources, including sponsorship and operations of the uniform shop and tuckshop. Revenue streams are aligned to college-wide approaches supporting all students' access to curriculum and wellbeing.

The budget is collaboratively established and systematically monitored through the CLT. Members of this team share the budget is informed by a range of considerations, including historical data, and aligned to current agendas within faculties, sectors or campuses. Many teachers describe how they contribute to informing the budget through the School Budget Solution (SBS) planning module or a requisition process. These teachers identify access to class, year level or faculty budgets as required.

Many staff identify their appreciation of leaders for their continuous support, responding to enrolment demand via facility development, timetabling considerations, and alignment of staff capability with curriculum and student wellbeing needs. Some middle leaders and teachers would appreciate the CLT members ensure more opportunities for collaboration through time allocations..

The college makes a significant contribution to invest in staffing positions, beyond system human resource allocation. This includes a range of leadership and teacher positions, such as deputy principals, HODs, Speech Language Pathologists (SLP), teachers, and teacher aides. Leaders share how the analysis of student data and needs has informed the creation of these positions.

All additional staffing allocations are purposefully driven. Coach positions are established to support a range of student needs in secondary English and mathematics. Some teachers share how coaching is supporting the refinement of strategies within pedagogy, student engagement, resourcing and differentiation. Some coaches share a range of data that indicate a direct and positive impact of their work on student LOA.

A range of additional HOD positions are established at the GC. These positions are deployed to enhance staff capability in curriculum and coaching processes. Many teachers communicate how either their deputy principal or HOD supports the collaborative planning and coaching across sectors. Teachers share their high regard of this support.

Leaders recognise that staff expertise varies across the college, and they are driven to ensure staff skill sets are aligned with the key positions driving the college direction. The recently established Director of Teaching and Learning (DOTL) position is aimed at strengthening the capability building and enactment of the Stretton Way.

Due to the consistent enrolment growth, the college has taken a strategic approach to facility planning and construction. The college's BM works with stakeholders to ensure the new builds and renovations are fit for purpose, and facility maintenance aligns with staff and student needs. Over \$500 000 have been invested in furniture renewal at the GC to facilitate desired pedagogical approaches through flexible learning environments.

Improvement strategy

Investigate further opportunities, through staffing and timetable arrangements, to provide time for staff to collaborate on the enactment school priorities.

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3.5 An expert teaching team

Findings

A culture of learning is apparent across the college. The executive principal identifies a focus on developing and growing all staff as an expert teaching team. From the previous review, the CLT has paid attention to building the capability of leaders and teachers. The teaching team are considered as the enablers of curriculum delivery through the pedagogies of the 'Stretton Way'.

The professional learning plan documents the intent of a staff learning culture aligned to mind, character and community. It aligns with the key drivers of a student outcomes focus: leadership, flexibility, coherence, and the understanding of what effective teaching is. The 2023 focus is identified as differentiation, teaching and learning data, pedagogy, curriculum and leadership. Staff reveal a range of ongoing, differentiated professional learning opportunities to support their capability across a number of these focus areas. These opportunities are highly appreciated by many staff.

The collegial engagement statement identifies 12 strategies employed at the college. The Beginning Teacher program and induction process are a noted feature. Members of the CLT identify a regular, significant teacher and leadership turnover, resulting from promotional aspirations and personal circumstance changes. Participants highlight the staged and scaffolded approach to introduce the college ways of working and expectation through induction.

The Beginning Teacher program prioritises the connection with a mentor, staff member knowledgeable in curriculum, or line manager, and provides an additional time allocation to facilitate these collegial connections. Over the course of the year, participants build curriculum understanding, engage in observations and feedback in relation to their pedagogy, take opportunities to watch others work, and receive support from specialist staff in terms of resourcing and lesson enactment. Program leaders and participants see the value of this program in driving the school culture and high expectations. They identify the need of developing the capability of staff across the college as future mentors, to ensure the sustainability and high value of the program.

Many staff describe their participation within the Annual Performance Review (APR) process through the development of an annual plan. Conversations reveal a degree of variability in regards to the full enactment of the 3 APR phases. Some staff genuinely participate in the process, ensuring the alignment between their goal setting, learning opportunities provided through the college, and the impact of their learning on their classroom practice. For some staff members, APR is seen as a compliance exercise.

Across the college, a number of staff identify multiple opportunities for capability development. Teachers highlight working with their colleagues within a watching other's work framework or a co-teaching model. Book clubs are an offering for GC staff to engage with professional readings aligned with pedagogical practices. Pedagogical newsletters with associated videos support the ongoing understanding and development of the 'Stretton Way' characteristics.

On GC, teachers are able to access coaching in 5-weekly cycles, through their sector HOD utilising a self-identified goal setting approach. On IC, literacy and numeracy coaches facilitate the development of resources, designing teaching strategies, or the demonstration of teaching approaches, as required. Some faculty HODs are enacting Professional Learning Team (PLT) structures to drive collegial sharing of pedagogy and strategies across their learning areas.

Across the college, meeting structures are described as supporting the enactment of the improvement agenda. Teachers share appreciation of collegial connection and support they

receive within faculties and year levels. Some middle leaders and teachers indicate that an opportunity exists for the range of leaders across the college to model and share practice. They identify this will support consistent understanding of expectations between sectors, faculties and the campuses. They further articulate that this will enhance instructional leadership skills and the modelling of collegial engagement.

The executive principal identifies the importance of developing aspiring leaders and existing leaders across the college. Each year, an external consultant works with a team of aspiring teacher leaders to facilitate the development of their model of leadership and support its implementation. Staff involved in this retreat are highly appreciative of the investment in their capability. A second external consultant is working with the entire leadership team to promote each individual engaging within a leadership challenge model aligned to professional accountability and vulnerability.

Improvement strategies

Enhance opportunities for leaders to engage with a range of approaches that support enacting school priorities with consistency, deepening instructional leadership, and modelling collegial engagement practices.

Enhance the identification and capability development of pertinent staff that supports the ongoing enactment of the Mentoring Beginning Teachers (MBT) program to ensure sustainability of this strategy.

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3.6 Systematic curriculum delivery

Findings

Executive leaders identify the importance of systematic curriculum delivery. Some staff indicate they have an in-depth knowledge of the AC. Many recognise the role of intentional collaboration with colleagues focused on planning, assessment, and moderation. The importance of maximising learning outcomes for all students and all students accessing the curriculum is referenced by staff. They recognise the importance of all students accessing the curriculum. A Curriculum, Assessment and Reporting Plan (CARP) is documented and shared with the wider community through the college's website.

Across the college, 3 levels of planning are established, including year and band plans for all subject areas. These plans reference the achievement standards of the AC. Some also include the content descriptions, reflecting Queensland Curriculum and Assessment Authority (QCAA) exemplars. On IC, unit plans are published in most learning areas, with varying levels of detail apparent across faculties in terms of teaching and learning sequences. The level of detail provided is yet to be a consistent practice across the campus. On the GC, significant use of Curriculum into the Classroom (C2C) materials for teaching and learning occurs.

On IC, teachers indicate that assessment items are forefronted, with many HODs utilising SharePoint to allow ease of access for their faculty staff. Perusal of these documents shows a variety of approaches to assessment in Years 7 to 9, including the use of marking guides in most faculties. The use of marks and/or percentages is apparent in several instances, with another faculty recently transitioning away from marks-based approaches to determine LOAs in Years 7 to 9. Explicit alignment of marking guides to the AC achievement standards shows a level of variability of application. Some teachers on the IC express an interest in building their capability through the 4C process widely used across the GC.

Year 10 is identified by executive leaders as being a transition year within the senior phase of learning. They indicate that the curriculum offered in this year level is structured to assist students from junior secondary into the senior school and beyond. HODs mostly indicate that their subjects reflect the requirements of the AC. Further differences in assessment practices are apparent, through the use of Instrument Specific Marking Guides (ISMG) drawn from QCAA senior secondary processes in some faculties.

On GC, HODs work closely with teachers in their allocated year levels and with specialist staff to build curriculum expertise across the school. Leaders are focusing significant energy and attention on devising and implementing processes to refine planning of the English learning area to align with AC V9.

GC leaders and many teachers express a desire to redesign curriculum to make it more contextually relevant and more engaging for students. The GC innovation team are actively reviewing current research, AC V9 requirements, and feedback from teachers, parents and students to inform directions for the revised curriculum design. The team have clearly documented their approach to develop a futures-focused learning community by prioritising critical and creative thinking in designing a locally contextualised curriculum aligned to AC V9. The GC principal indicates that regional personnel have been providing advice to campus staff regarding the innovation project.

The IC principal articulates an expectation that implementation of AC V9 will occur for Years 7 and 8 in all learning areas in 2024. Further roll out will be Year 9 in 2025, and Year 10 in 2026. Secondary HODs indicate that they have begun familiarising themselves with the new curriculum,

and have been attending workshops run by QCAA. The AC – deputy principal has established an IC AC V9 implementation plan.

The CARP references 4 junctures of moderation: at the planning stage, before marking takes place, after marking of assessment, and before reporting takes place. IC teachers consistently speak of participating in activities relating to the latter of the 4 junctures, and speak of cross marking and blind marking. Some IC teachers describe rich, collegial conversations at the planning stage, with these relating to alignment planners, proposed summative assessment items, marking guides, and teaching and learning sequences. Leaders recognise the importance of teachers using these opportunities to share teaching practices for improving student learning. This aspect is yet to be a consistent practice across the campus. QA of moderation practices on the IC is yet to be implemented.

GC teachers value opportunities for calibration prior to teaching. Teachers and leaders identify that calibration provides clarity of expectations of the curriculum and the rigour of the assessment. The leadership team articulates that building teacher knowledge of the rigour of assessment will support student achievement and differentiation for high-performing students. Some staff reference 'Before Middle Middle End moderation practice'. Special education and support teachers identify opportunities to be actively involved in curriculum planning to support students. Staff express a desire to have consistency in the approach to moderation to ensure clarity of expectation of the task and assessment prior to teaching episodes. A shared language for moderation across the college is yet to be apparent.

On the GC, an expectation of learning walks is established. HODs and deputy principals conduct learning walks, 3 times per term. Information collected during these learning walks inform professional learning at whole-school, year and individual teacher levels. Similar processes are yet to be established on the IC.

Teachers describe their efforts in successfully introducing the new QCAA senior secondary curriculum over the past 4 years. Students speak very positively of the options available to them as they prepare for their chosen pathway. A total of 28 QCAA general subjects and 10 applied subjects are on offer. In addition, 10 nationally-recognised training courses are available to students, at Diploma and Certificate II to IV levels. School data shows that 2022 outcomes included 31% of eligible students achieving an ATAR greater than 90.0. The highest ATAR achieved was 99.40.

Improvement strategies

Develop consistent, whole-college approaches to moderation at the planning stage, with specific focus on teachers collaborating on the alignment of planned curriculum, assessment and pedagogy, to deepen teacher understanding of what students need to know and do for each level of achievement.

Build on curriculum initiatives to enable a deep understanding of the AC by all teachers and leaders, accessing internal and external expertise to focus on curriculum design, standards-based assessment, and quality assessment processes to meet P-12 CARF requirements.

Sharpen QA processes across the college to ensure that the intended curriculum is successfully enacted in classrooms.

3.7 Differentiated teaching and learning

Findings

Leaders explicitly promote the use of differentiated teaching as an essential element of teaching practice. Staff understand that student achievement is enhanced when teachers know their students and are able to design strategies to individualise learning opportunities. Most teachers recognise that some students require significant adjustments to access and progress their learning. Teachers express a strong commitment to supporting students.

Leaders indicate that the college has been on an inclusive education journey over the last 5 years with a focus on building staff understanding of inclusive practice. Previously, one deputy principal had Prep to Year 12 responsibilities for inclusion. This allocation was supplemented in 2022 through the school's provision of a deputy principal – inclusion in GC. Over the last 2 years, the college has been reviewing inclusive processes and updating documentation on inclusive practice. Leaders recognise that this provides an opportunity to build a school-wide vision for inclusion and enhance the implementation of inclusive practice. Conversations with teachers reveal variability in their knowledge about legislation, policy, and contemporary best practice. Many staff articulate a desire to deepen their knowledge and build a greater understanding of processes and responsibilities.

The 2022 Nationally Consistent Collection of Data on School Students with Disability (NCCD) shows that 320 students have been identified as requiring adjustments. A range of intervention strategies is established to support students according to their individual need. Personalised Learning Plans (PLP) are developed for all students captured in the NCCD. Other PLPs are developed for students requiring targeted support and intervention but who do not meet NCCD requirements. Staff are working to ensure these PLPs are up to date. Teachers describe greater awareness of the need for consistency in the evidence recorded to support adjustments.

Individual Curriculum Plans (ICP) are developed for identified students in Years 3 to 9 in English and mathematics who access different year level curriculum. There are 74 students with ICPs across the college. Generally, students on ICPs work alongside their peers with targeted small group intervention. In Year 7, several students access the English and mathematics curriculum as a small group. The levels of support for students varies. For many students, quality differentiation in the classroom and support from case managers is sufficient. For other students, more extensive support is provided according to their individual needs. Regular tracking of ICPs, using formative and summative assessment, informs planning for the next semester.

Special education teachers assist classroom teachers in planning appropriate differentiated teaching and learning strategies. While teacher aides are allocated to classes to support specific students, where possible, they extend their support to other students. Co-teaching by special education teachers and classroom teachers is an emerging initiative and allows the sharing of effective practice.

Across the college, a range of structural differentiation is apparent. The lighthouse class involves 28 students in each of Years 4 to 9. Here, students follow a differentiated curriculum and pedagogical approach. Staff identify an opportunity to share the identified, high-impact, differentiated practises across the college.

Foundation classes are offered in Years 7, 8 and 9 for students identified as below level or struggling to keep up in English or mathematics. Extra scaffolding and teacher aide support is provided. Foundation classes may be supported by a special education teacher, an English coach and mathematics teacher, depending on class need.

The Illaweena Levelled Literacy Intervention (ILLI) program supports students who are reading below their age level. A voluntary program, ILLI runs daily, before school for 35 minutes and is delivered by teacher aides. PROBE testing is used to measure student progress. Functional Literacy Intervention (FLI), which focuses on spelling, comprehension, and handwriting, is also offered twice a week. Some students undertake focused functional communication instead of Connect lessons. Assistive technology devices are used to support students where appropriate.

On GC, Academic Acceleration (AA) provides opportunities for focused teaching to address specific needs and intensive teaching for small numbers of students. Teacher aides support targeted intervention for English and mathematics and also provide small group intervention.

Staff acknowledge the broad range of ability levels in most classrooms. Teachers understand the importance of differentiation to ensure that students are appropriately engaged, challenged, and extended, and express a commitment to working hard in this area. They indicate that quality differentiation has been an ongoing focus of Professional Development (PD) over several years. The degree to which differentiated teaching and learning occurs within individual classrooms varies. Several teachers identify colleagues who they consider to be highly skilled. Some teachers articulate a desire to build their own capability. Some teachers indicate that they feel less confident in determining differentiation strategies to meet the needs of highly capable students.

Class teachers are able to seek support for individual students through case management meetings. A range of in-school support options are offered, as well as referral for an individual student to external professional services, when required. An additional needs committee has been recently established on the secondary campus.

College information shows that a total of 59 students identify as being either Aboriginal or Torres Strait Islander. The adoption of teaching and learning practices specifically tailored to the needs of these students is yet to be addressed. Leaders recognise this work is an important next step in building an inclusive culture.

Leaders highlight the importance of oral language proficiency for academic success. A full-time SLP works on GC, and provides a range of services including modelling and coaching for teachers, facilitating small group intervention, and supporting program implementation. A one day per week SLP provision is established on IC, where the focus is mostly on individual assessment and intervention.

Improvement strategies

Further refine and systematically build staff understanding of the college vision for inclusive education, to ensure structures, processes and approaches align with Department of Education (DoE) policy and support students to access and progress through the curriculum alongside their same-aged peers.

Build teacher capability in the provision of quality differentiated practice, with particular focus on highly capable learners, to optimise student engagement and achievement.

3.8 Effective pedagogical practices

Findings

Leaders recognise highly effective pedagogy as the key driver for maximising student outcomes. The use of research-informed approaches is a long-standing practice, with previous foci on the Art of Science and Teaching³ (ASOT), positive psychology, and Cultures of Thinking (COT). These are used in sync with the school pillars of mind, character and community.

Many teachers give examples of how they apply various aspects of pedagogy that have impacted their thinking and practice over recent years. On GC, teachers particularly describe their use of Age-appropriate pedagogies (AAP), Gradual Release of Responsibility (GRR), or aspects of Clarity⁴. On IC, teachers particularly describe their use of GRR and COT.

GC staff articulate GRR as the expected practice for the teaching of reading as outlined on the 'reading placemat'. AAP is referenced by early years teachers as supporting their students' engagement. Consistency in how AAP is enacted in classrooms varies across the campus. Bump it walls and support walls are an established practice in classrooms on the GC. Teachers and leaders identify that these walls build teachers' knowledge of the curriculum and support students' understanding of the expectations regarding their assessment. They comment that these are also a point of reference to facilitate next steps for learning. Lighthouse classes use these walls for student-led conferences with parents and teachers.

This year has seen many elements of the previous approaches being used to design The Stretton Way, as a bespoke model to underpin and guide ongoing enhancements to pedagogical approaches at the college. The Stretton Way encapsulates a vision statement, a set of 9 values, and agreed approaches to action the values in the classroom. There is an intent to foreground and emphasise the 9 values, grouped under Learning to Learn, Knowing Our Learners, and Learning Together, as key reference point for teachers. Examples of values include, 'learning occurs at the point of challenge', 'learning is demystified and made visible for students', and 'learning is a collective and shareable enterprise'. One intent is to build student agency, learner attributes, and challenge for each student.

A group of 10 HODs and teachers from across Prep to Year 12, led by the DOTL, have formed the Learning Lab Network (LLN). Each LLN member has in turn engaged 4 to 5 colleagues, intentionally chosen as a non-homogenous group, to further inform LLN deliberations and outputs. A regular newsletter has commenced, which includes links to video clips of teachers modelling practices. The aim is to show teachers, rather than merely suggest, how they might effectively enact a particular classroom strategy. Currently, the focus is on informing and upskilling leaders with regards to The Stretton Way so that, over time, they are able to provide modelling and feedback for teachers.

The LLN team is currently developing a road map to guide strategic implementation over the next 3 years. Members acknowledge that full clarity on how successful implementation of The Stretton Way across the college will be evaluated, and quality assured, is yet to emerge.

Many students express appreciation for the feedback that they receive from their teacher to support their learning. At GC, the use of learning walls is often cited by students as assisting them to identify their next steps for learning. Their teachers express satisfaction of the growing sense of

³ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Association for Supervision & Curriculum Development (ASCD).

⁴ Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.

student agency that this strategy is developing. Some IC teachers express an interest in pursuing such strategies in their classrooms.

Improvement strategies

Systematically enact The Stretton Way through leader modelling, feedback and support for teachers on contextualised, differentiated, and effective pedagogical approaches, to maximise engagement, challenge and learning for each student.

Clarify, for all leaders and teachers, how the impact of The Stretton Way will be evaluated and quality assured, to ensure timely and targeted pedagogical support for teachers.

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3.9 School-community partnerships

Findings

Leaders and many other staff actively facilitate productive partnerships within the college and the local community, seeing these as essential in enhancing rich learning opportunities and improving achievement and wellbeing for all students. They recognise the importance of parents, carers and families as partners in their child's education.

Early Childhood Education and Care (ECEC) centre network meetings focus on building consistency in developing students' oral literacy and identifying the needs of individual students and cohorts. The college has supported this with providing professional learning from the SLP and college leaders. Local ECEC centre network meetings have recently become irregular. School staff and ECEC providers express a strong desire for network meetings to be re-established.

A deputy principal coordinates the transition to Prep program. The cornerstone is the pre-Prep transition program, Stretton Sprouts. Parents enrol their child in the 10-week program that includes developmental activities for students, and parent workshops. Leaders indicate that 67% of current Prep students were previously enrolled in this program. The Karawatha Learning Centre (KLC) staff work closely with Early Childhood Development Program (ECDP) and students with identified additional needs prior to entry at the college. Campus staff use transition statements, observation from Stretton Sprouts, ECEC centres and ECDP visits to inform class grouping and support programs.

Opportunities for First Nations students, families and communities to co-design initiatives is an emerging practice. The college has recently celebrated National Reconciliation Week activities, highlighted by First Nations dancers during the reconciliation parade. Some staff are seeking opportunities to embed Aboriginal and Torres Strait Islander Histories and Cultures across the curriculum.

An extensive and long-standing array of partnerships exists to support student engagement in science. As an example, Year 11 University of Queensland (UQ) Science Ambassadors design and conduct science activities for students on GC.

The Stretton State College Sports Academy Excellence Program is held in high regard by students and their parents. They speak positively of the opportunities for young people to develop knowledge, skills and prowess in their chosen sports: touch football, rugby league, volleyball and football (soccer). Staff indicate that 582 students are involved in the Sports Academy. They identify links with 26 sporting clubs and associations, and local businesses that support the academy.

The college has a strong and successful instrumental music program involving 450 students across Years 4 to 12. Specialist teachers in each of the areas of strings, woodwind, brass and percussion oversee a total of 19 ensembles. Performance opportunities include Symphony of the Stars and MusicFest, with college students selected for participation in the State Honours Ensemble Program, Creative Generation, and MOST.

Memoranda of Understanding (MOU) are established with a number of Registered Training Organisations (RTO) to provide nationally recognised, certificate-level courses to senior secondary students.

Senior secondary students are well supported in the lead-up to the end of their schooling years. Academic coaching occurs twice per term, with this including guest speakers and real-world experiences targeted towards students' particular post-Year 12 pathways. Some students undertake school-based traineeships and apprenticeships in Years 11 and 12. The college's transition case manager supports students with disability to seamlessly pursue post-school

options, including tertiary study and employment. The 2022 Next Step Destination Survey data shows that 94.1% of students are either earning or learning in the year following graduation, with 45.1% undertaking tertiary studies.

Improvement strategy

Further investigate cultural engagement opportunities to embed Aboriginal and Torres Strait Islander Histories and Cultures within the curriculum and to develop knowledge and understanding of this priority.

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