The Reporting Booklet

PART TWO – SECTION B

TEACHING & LEARNING Senior Schooling

Reminder:
This is one of a considerable number of different Section B Reports (vertical by subject, vertical summary, and horizontal) each written separately using this template.

Please see Section B instructions in the Main Guide for more details on the need for multiple Section B Reports.

Teaching & Learning area covered by this report
e.g. Maths - Vertical
e.g. Vertical Summary
e.g. Middle School - Horizontal

SELF-STUDY COMMITTEE RESPONSIBLE FOR WRITING THIS REPORT

<table>
<thead>
<tr>
<th>Typed Name</th>
<th>Role in the School</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Abraham</td>
<td>Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>Robyn Przewloka</td>
<td>Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>Emma Vardy-Bragg</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Alice Elwell</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Di Russell</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Vanessa Blackburn</td>
<td>Teacher</td>
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</tr>
<tr>
<td>Sharon Hendy-Moman</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Chris Gauthier</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jamie Tarapore</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Regina Edwards</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Zorana Durdevic</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kelly Lawrence</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Liam Tille</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Mel Thomson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jackie Yarwood</td>
<td>HOD</td>
<td></td>
</tr>
<tr>
<td>Camilla Randall</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lisa McDuff</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kate Berwick</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Kylie Venamore</td>
<td>HOD</td>
<td></td>
</tr>
<tr>
<td>Yu-min Sun</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Alina Augustine</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Lynn Finnimore</td>
<td>HOD</td>
<td></td>
</tr>
</tbody>
</table>
Guidelines and explanations for each Self-Study Committee can be found in the relevant Sections in “The Main Guide” and the Appendices in “The Self-Study Booklet”.

8th Edition
Version 8.2 - Sept 2013
GUIDELINES FOR USING THIS REPORTING BOOKLET

General

1. The school’s Self-Study Report should be created by the Self-Study Committee (SSC) writing into the relevant spaces in this ready prepared booklet. The Visiting Team (VT) will add its material later in the same booklet.

2. When the SSC has completed its work, the resulting Self-Study Report should be sent as an electronic Word document to the accrediting agency / agencies and to all members of the future Visiting Team six weeks before the Team Visit is due to begin. The school itself should also keep a safety copy of the document at this stage.

Specific Guidelines for Part Two Sections A to G

1. The instructions for each of the Self-Study Committee (SSC) and Visiting Team (VT) Steps are shown in condensed form (in black font). The full instructions and explanations can be found in the “The Main Guide to Evaluation and Accreditation”.

2. The SSC’s responses should automatically show in red font. (If not please convert to red font appropriately)

3. The VT comments will automatically show in blue font. (If not please convert to blue font appropriately.)

4. It is often convenient to use the “Navigation Pane” or the “Document Map” method to move quickly between the Standards, with the option of choosing to move to the Self-Study Input or to the Visiting Team Input being available in each case.

   On a PC using Word 2010: The Navigation Pane can be shown by clicking on “view” on the tool-bar, then choose “navigation pane”.

   On a PC using Word 2003: The Document Map can be shown by clicking on “view” on the tool-bar, then choose “document map”.

   On a Mac using Office for Mac 2004: The Document Map can be accessed by clicking on “view” on the tool-bar, then choose “navigation pane”, then choose “document map”.

   On a Mac using Word 2010: Go to View, then click on sidebar, and then check Document Map Plane.

Important Notes on Hyperlinks:

   - Any hyperlinks used in this report must take the reader directly to the relevant piece of text, chart, etc. It is not acceptable to make links to a large document through which the reader then needs to spend time searching for the relevant part.

   - Any hyperlinks must be made to documents recorded on the DVD or “Memory Stick” carrying this report, not to a website. This is because the reader may be perusing the report on a computer with no current web access.

   - During the week of the future Team Visit, any hyper-linked materials must be made available in printed form in the Visiting Team rooms at the school and hotel along with the main text of this report.
STANDARD B1 Self-Study Input

<table>
<thead>
<tr>
<th>STANDARD B1</th>
<th>SSC Rating on scale 1 to 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.</td>
<td>Write here: 4</td>
</tr>
</tbody>
</table>

### Indicators for Standard B1

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rating (Please mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a</td>
<td>The school’s curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.</td>
</tr>
<tr>
<td>B1b</td>
<td>The school’s curriculum and programmes are supported by a comprehensive set of teaching and learning policies.</td>
</tr>
<tr>
<td>B1c</td>
<td>The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.</td>
</tr>
<tr>
<td>B1d</td>
<td>There is evidence of alignment between the written curriculum, the taught curriculum and student learning.</td>
</tr>
<tr>
<td>B1e</td>
<td>The school has a clearly articulated vision of quality learning and defined practices that support student achievement.</td>
</tr>
</tbody>
</table>

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard. Write here:

**B1a**

The senior secondary school curriculum, teaching practices and student-learning experiences offered to students at Cleveland District State High School (CDSHS) align with our School Philosophy. Teachers at the school are “dedicated to the delivery of an engaging curriculum that ensures intellectual discipline and academic rigour”. The school “inspires students to become independent, knowledgeable, reflective thinkers and communicators”. (See Senior School Evidence\B1a - Philosophy - August 2015.doc) Teaching practices are guided and underpinned by the School Philosophy (and ICARE) Senior School Evidence\B1a - ICARE Philosophy - student diary version.doc, and faculty Annual Implementation Plans (AIP) Senior School Evidence\B1a - Senior School AIP.doc are developed using the 2016 Strategic Priorities Senior School Evidence\B1a - 2016 Strategic Priorities.doc, which closely align with the School Philosophy, CIS Planning Priorities and the priorities of Education Queensland.

Senior Secondary at CDSHS caters for students in Years 10, 11 and 12. All students in the Senior School are registered with the Queensland Curriculum and Assessment Authority (QCAA) when they enter Year 10 (or earlier if they turn 16 before they enter Year 10) and a Learning Account is opened. The school and outside Registered Training Organisations are responsible for “banking” credits for approved studies into the student Learning Account. The Learning Outcome for all students in Years 10, 11 and 12 is a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA). The QCIA is an individual program, which is only available to the small number of students involved in our Special Education Program.
All students in Years 10, 11 and 12 undertake a program that will prepare them for their chosen pathway and this is monitored closely throughout the Senior Phase of Learning.

Students undertake a career education program in the final year of Junior Secondary, which leads to their pathway through the Senior School. It is recognised that by the time they are in Year 10, students are at different stages of their learning journey and need different pathways to build on their strengths and work on areas that need development prior to entering the Certification years (Years 11 and 12). We believe that a three year senior gives our students the opportunity to begin to specialise in certain areas of the curriculum and that this choice leads to increased interest, enthusiasm and retention rates. The more academic students feel challenged by the range of academic subjects on offer (Authority subjects and the International Baccalaureate Diploma Programme) while the students who decide to follow a vocational pathway feel a renewed sense of success. This approach has proven to be very effective with each Year 10 subject structured as a prerequisite to support and prepare students for the rigours of Years 11 and 12.

All students complete a Senior Education and Training (SET) Plan during Year 10 to ensure that they have selected the most appropriate pathway before entering Years 11 and 12. The SET planning process encourages students to reflect on their educational journey, think about their future and investigate their options for careers and further education. This process leads students to a pathway through the Senior School that suits their abilities, aspirations and goals and directly links them to sustainable and rewarding pathways beyond school. During the SET planning process, parents and students have the opportunity to attend a number of Senior Pathway presentations and meet with staff including Deputy Principals, Heads of Department, Guidance Officers and specialist teachers to discuss their options.

The Senior Secondary program undertaken by the student will depend on their selected pathway:

- **International Baccalaureate Diploma Programme** – six subjects in the specified pattern plus three core areas.
- **Overall Position (OP)** – at least five Authority subjects (20 semesters) with at least three subjects as core (core subjects must be studied for four semesters). OP eligible students also have the opportunity to study undergraduate University subjects while completing the Senior Phase.
- **Vocational Pathway** – a combination of Authority subjects, Authority Registered (SAS) subjects and Vocational Qualifications (Certificates I, II, III, IV or Diploma) completed at TAFE, with an outside Registered Training Organisation (RTO) or through a Workplace Traineeship or Apprenticeship. All students choosing this pathway are strongly encouraged to complete a Vocational Qualification. Timetable modifications will be made to facilitate attendance at TAFE and other outside Registered Training Organisations (RTOs).

B1b

The school's Senior Schooling curriculum reflects the QCAA syllabus documents for Legal Studies and Hospitality and International Baccalaureate Subject Guides. In addition to the learning goals, QCAA syllabus documents include guidelines such as the attitude and values that students who study the course are expected to develop, how ICTs can be integrated into the subject and a range of suggested learning experiences. All QCAA subjects offered must follow the QCAA syllabus requirements so that credits can be “banked” toward the QCE. All IB Diploma Programmes must follow the IB Subject Guides to meet IB Authorisation requirements.

Subjects that lead to a Tertiary Entrance Score (Authority subjects) require a work program which must be submitted and approved by the QCAA before the subject can be delivered. Student work is externally moderated through QCAA panels at the end of Year 11 and in October of Year 12.
Subjects that do not lead to a Tertiary Entrance Score (Authority Registered Subjects) require an approved subject plan. These subjects are externally moderated in May of Year 12. Authority Registered Subjects also require internal audits every year and are externally audited every three years.

The IB Diploma Programme is supported by subject specific training conducted by the IB and subject guides and subject outlines. Subject specific training and the development of subject outlines are requirements of authorisation as an IB World School. CHSHS is currently a candidate school with our verification visit scheduled for 14 to 16 June 2016. We currently have 46 Year 10 students who have selected the IB Diploma Program pathway.

**B1c**

The Authority and Authority Registered subjects offered by the school, their prerequisites and information on vocational opportunities, tertiary entrance and the Queensland Certificate of Education (QCE) are outlined in the Senior Subject Information Booklet which is available to parents, students, staff and the wider community on the school’s website.

Further information on Senior Phase of Learning Certification (QCE, QCIA and Tertiary Entrance) is available on the QCAA Student Connect website and the Queensland Curriculum and Assessment Authority website. Students are also able to access their individual Learning Accounts via the Student Connect website.

Staff develop unit plans using the school’s unit planning template. Unit plans outline the global perspectives covered in each Unit.

**B1d**

The quality assurance processes of the QCAA ensure that there is alignment between the written curriculum, the taught curriculum and student learning. QCAA quality assurance processes are mandatory for all subjects offered to Years 11 and 12 students. The International Baccalaureate (IB) Diploma Programme curriculum and assessment is monitored by the International Baccalaureate Organisation (IBO). All summative assessment in the IB Diploma Programme is either internally assessed and monitored or externally assessed.

Year 10 work programmes are developed by the school under the guidance of the Head of Faculty for each subject. The aim of the Year 10 is to provide a preparation program that will prepare students for the rigours of the Year 11 and 12 curriculum.

**B1e**

The Cleveland District State High School Pedagogical Model articulates our vision for quality learning and defined practices that support student achievement. Our school-wide pedagogical framework, utilising the Dimensions of Learning model, supports teaching and learning across the school.

 SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.

Write here:

Continue to embed global perspectives throughout the senior secondary curriculum. Maintain global perspectives as a strategic planning priority.

SSC STEP (v) Proposals to address poor or non-alignment.

Write here: Not applicable
STANDARD B1 Visiting Team Input

VT STEP (a) Standard rating.
Write here:
3

VT STEP (b) Evidence supporting the rating.
Write here:

The school's Guiding Statements are expressed in a range of documents, policy manuals and processes which build an evolving pedagogical framework. The framework displayed in corridors, classrooms and publications consists of the:

- School Philosophy (incorporating the culture of continuous improvement - Kaizen, the love of learning through inquiry, creativity research and a sense of fun – Neotony, and caring for the well-being of others – Ubuntu)
- Building culture of success hexagon diagram
- ICARE chart
- Dimensions of Learning (DoL) model – Relationships, Personal Development, Lifeskills, Technology and Professional Standards for Teachers
- Habits of Mind & Thinking Skills
- International Baccalaureate Diploma Programme goals.

The overarching design, content and implementation of the Senior School curriculum for Years 10 -12 is a well-considered part of a whole school curriculum plan and statement of priorities. It is supported by a set of documents for easy referral, coaching and feedback, such as the visible Unit Planner with the ready descriptions:

- What are we learning to (WALT)
- What I'm looking for (WILF)
- This is because (TIB)
- Declarative knowledge (KNOW)
- Procedural knowledge (DO).

These and other evidences, the 2016 Strategic Priorities and the Senior School's Annual Implementation Plan (AIP), are blended well with the Queensland Curriculum and Assessment Authority (QCAA) policies.

Global perspectives are embedded in evidences such as:

- a commitment to Ubuntu
- an ethos in the school where internationalism and inclusive intercultural relationships are understood and embedded in practice
- the global perspectives action plan using the five elements of the Global Perspectives program as the foundation of International Mindedness
- the Global Pillars in the unit planner
- the common assessment cover sheet
- the student-focused education and training plan (SET) process commenced in Year 10
- and the implementation of the IBO programme from Year 10.

In general, classroom observations support the leadership vision for quality teaching to support students' learning achievements. Staff spoke of the extensive programs and the way students embrace the guiding statements across all learning areas, such as the creative and performing arts.
VT STEP (c) Significant Commendations (if any).
Write here:

The Visiting Team commends:

B1-1: the Principal and Senior Leadership Team for integrating the overarching pedagogical framework with the school’s Guiding Statements.

VT STEP (d) Significant Recommendations (if any).
Write here:

The Visiting Team recommends:

B1-1: the curriculum teams articulate these plans and programs as a single scope and sequencing of the Global Education Pillar action plan for global perspectives, internationalism and global citizenship.

VT STEP (e) Additional Advice (if any).
Write here:
STANDARD B2 Self-Study Input

<table>
<thead>
<tr>
<th>STANDARD B2</th>
<th>SSC Rating on scale 1 to 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.</td>
<td>Write here: 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators for Standard B2</th>
<th>Rating (Please mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2a</strong> The effectiveness of the school’s curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B2b</strong> The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B2c</strong> The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B2d</strong> The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B2e</strong> The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B2f</strong> The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.</td>
<td>✓</td>
</tr>
</tbody>
</table>

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard. Write here:

**B2a**

Cleveland District State High School is committed to “Preparing Students to Meet the Future” through an “engaging curriculum that ensures intellectual discipline and academic rigour” (School Philosophy). We offer flexible pathways through the Senior Secondary School and encourage our students to take advantage of the range of opportunities that are made available to them. We understand that students, who leave school early, without a pathway into further training or the workforce, may face economic disadvantage in the future. We also understand that a variety of pathways are needed to cater for the varied academic goals and interests of senior secondary students and keep them engaged in their schooling.

Attendance has been in the Upper Quartile (compared to state attendance data) for Year 11 and 12 for at least the past three years – 92.8% (2015 Year 11) and 93.6% (2015 Year 12)[Senior School Evidence/B2a - Cleveland District SHS (2070) SP1215.pdf]. Attendance is closely linked to achievement and 98.1% of our 2015 Year 12 students graduated with a Queensland Certificate of Education (QCE) compared with 93% statewide.
We are one of the only State High Schools who consistently have over half of their Year 12 students studying an OP (University Entrance) Pathway. In 2015, 97.6% of students who applied to the Queensland Tertiary Admissions Centre (QTAC) received an offer.

In 2015, our Year 12 students achieved 184 nationally recognised vocational qualifications (Certificate I, II, III or IV) and 56 students were engaged in a school-based traineeship or apprenticeship with the apprenticeship students transitioning to full-time apprentices in 2016.

Senior School achievement targets are set out in the Annual Data Plan. These are used by Heads of Department when setting targets in their Annual Operational Plans (AIP) and by teachers when setting up their class Data Placemats (see Senior School Data Placemat example in 2016 School Data Plan). Students are also involved in setting their own subject goals. Heads of Department reflect on their AIP progress prior to each School Council Meeting and an AIP update is presented at each meeting. Teachers reflect on their Data Placemats continuously but more formally following semester 1 reports. Students reflect on their goals continuously but more formally following semester 1 reports.

B2b
The quality assurance processes put in place by the Queensland Curriculum and Assessment Authority (QCAA), the International Baccalaureate Organisation (IBO) and Australian Skills Quality Authority (ASQA) ensure that all offerings in the Senior Secondary School provide an element of challenge. To support this, the learning outcome for all students is a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA) for the small number of Special Education Program students.

The QCE is Queensland’s senior schooling qualification. It is awarded to students who have completed a significant amount of learning in a set pattern, and fulfil literacy and numeracy requirements. Although some students may decide to complete subjects that lead to a Tertiary Entrance Score (OP), a Vocational Qualification (VET) or an IB Diploma, the QCE is a common objective for all students. This means that regardless of the pathway chosen, all students must commit themselves fully to their chosen pathway to graduate with a Queensland Certificate of Education (QCE). This also means that all pathways offered by the school are seen as rigorous and worthwhile. In 2015, 98.1% of students graduated Year 12 with a QCE.

B2c and B2d
The QCAA include 49 assessable Common Curriculum Elements (CCEs) in their syllabus design. These elements must be evident in work programmes (example of work program) submitted to the QCAA for implementation approval and in assessment instruments and scripts at monitoring (November Year 11) and verification (October Year 12). The CCEs are divided into baskets and cover the following: Comprehend and Collect, Structure and Sequence, Analyse, Assess and Conclude, Create and Present, and Apply Techniques and Procedures. The CCE occurrence matrix displays the CCEs that are present in each Authority Subject syllabus.

Subject Area Syllabuses (SAS) for Authority Subjects are similarly designed by the QCAA for Authority Registered subjects. Schools submit study plans which must be approved before implementation and assessment instruments and scripts are monitored in May of Year 12. These subjects also undergo an annual internal audit lead by the School Moderator (Robyn Przewloka) as well as external audits from the QCAA.

The CCEs and IB Diploma Programme subject outlines are supported by our Whole School Pedagogical Framework—Dimensions of Learning (DoL). Dimensions of Learning is a research-based approach to teaching and learning, ensuring that teachers consider how students acquire and integrate knowledge, and embed the explicit teaching of complex reasoning processes and the Habits of Mind when planning units of work, individual lessons and assessment tasks.
The school common curriculum unit plan includes specifications for Dimension 2 – Declarative and Procedural Knowledge (B2c) and Dimensions 3 and 4 – Complex Reasoning Processes (B2d). These dimensions are also reflected in the school common assessment task sheets.

### B2e
All Year 10 students are involved in a Senior Study Skills Program for two lessons every week. During this time students undertake activities based on exploring their Multiple Intelligences and learning styles. This leads to the development of personal learning goals and a goal action plan. Year 11 and 12 students undergo similar activities on their Orientation Day (first day of the year) and during Access. These activities are included in the 2016 Senior Student Diary.

### B2f
Senior schooling subjects incorporate a range of print, digital and online media. Cleveland District State High School operates a School Resource Scheme which entitles students to all textbooks and access to other resources purchased on their behalf. The Annual School Resource Scheme fee for students in the Senior School is $270 which can be paid as a lump sum or in instalments. Resource heavy subjects such as Film, Television and New Media and Visual Arts have an additional fee.

Students at the school have the opportunity to participate in the school laptop program or to Bring Their Own Device (BYOD). The use of virtual classrooms and online learning environments allow students to access digital resources such as assessment tasks, unit details, staff contacts and additional notes, 24 hours a day. This facilitates differentiation and helps to support students with special educational needs. Every teaching classroom in the school has an interactive whiteboard or data projector. The school also has a lecture theatre with video conferencing capabilities.

The Cleveland District State High School Library Management System (Oliver) supports student learning and online research through:

- Access a range of online databases including: Australia New Zealand Reference Centre; Modern World Online History; American History Online; Facts on File: Today's Science; Issues and Controversies, World Geography and Culture Online and Science Online.
- Access to a range of reference materials including: Encyclopedia Mythica; Pandora; Australian Bureau of Statistics; the History Makers (Biographical Databases) and Australian National Dictionary.
- Access to university databases – University of Queensland (UQ) Cyberschool, Queensland University of Technology (QUT) Databases.
- Links to other libraries and their databases – Cleveland Library, Queensland State Library and the National Library of Australia.
- Links to Citemaker and SafeAssign, as well as a range of Digital Tools, TED Talks, Language tools, Maths on Line and links to information on our sister schools.

### SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here:

Continue with student exploration of learning styles. Further develop staff understanding and capacity to utilise student learning styles and incorporate these into planning and classroom practices.

### SSC STEP (v) Proposals to address poor or non-alignment.
Write here:  Not applicable
STANDARD B2 Visiting Team Input

VT STEP (a) Standard rating.
Write here:
4

VT STEP (b) Evidence supporting the rating.
Write here:

The flexible pathways to a Tertiary Entrance Score, a vocational qualification or an IB Diploma encourage all students to prepare for lifelong learning. In 2015, most students graduated Year 12 with a QCE. The students receive the Queensland Certificate of Education, the Senior Statement transcript and/or the Tertiary Entrance Statement.

Evidence is the curriculum planning materials and Student Education and Training Plans (SET) as well as the assessment policy, the Data Placemats and the annual reporting processes prepared for parent information and student choice. This evidence includes the two pathways to VET through TAFE at School, a private RTO or the school-based apprenticeship or traineeship.

In the Endicott Survey, staff meetings and classroom observations, the teaching and support staff were able to identify and clarify support for those pathways.

VT STEP (c) Significant Commendations (if any).
Write here:

The Visiting Team commends:

B2-1: the school for its Senior Study Skills Program and its focus on the students’ exploration and choice of their own learning goals and learning styles as they prepare their Student Education and Training Plan (SET) plans.

VT STEP (d) Significant Recommendations (if any).
Write here:

The Visiting Team recommends:

B2-1: the continued mapping for each student of the flexible choice of pathways through the Data Placemats and personalised learning assessment tools.

VT STEP (e) Additional Advice (if any).
Write here:
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

<table>
<thead>
<tr>
<th>Indicators for Standard B3</th>
<th>Rating (Please mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B3a</strong> Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B3b</strong> Written curriculum materials indicate content and sequence for each course/grade.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B3c</strong> Written curriculum materials include references to the methodologies, teaching materials and resources that are used.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B3d</strong> Written curriculum materials include references to the assessments that are used to measure student progress.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B3e</strong> Written curriculum materials include references to links within and across disciplines.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B3f</strong> The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B3g</strong> There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B3h</strong> Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>B3i</strong> Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.</td>
<td>✓</td>
</tr>
</tbody>
</table>

**SSC STEP (i) Indicator Ratings** – mark on table above.

**SSC STEP (ii) Standard rating** – write on table above.

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

Write here:

**B3a**
The QCAA subject syllabuses and the IB subject guides outline the expected learning outcomes for students. There are QCAA approved work programmes (Authority subjects) and study plans (Authority Registered subjects) in place for all QCAA subjects offered in the Senior Secondary School. Subject outlines have also been developed and submitted to the IBO in preparation for the June 2016 International Baccalaureate verification visit.
B3b
Subject syllabuses and work programmes (Authority subjects), study plans (Authority Registered subjects) and subject outlines (International Baccalaureate Diploma Programme) indicate the content to be covered and the sequencing of topics across the course of study. This is further developed in the common Dimensions of Learning unit planners.

Year 10 is the first year of Senior Secondary and all Year 10 work programmes, study plans and subject outlines have been developed to provide a foundation that will prepare students for the requirements of the Year 11 and 12 QCAA and IB Diploma Programme subjects.

B3c
Subject syllabuses, work programmes (Authority subjects), study plans (Authority Registered subjects) and subject outlines (IB Diploma Programme) include suggested learning experiences and subject specific resources.

The QCAA website provides extensive advice, guidelines and resources that can be used when developing and implementing work programmes and study plans. For example, the QCAA website (Business Studies Teaching and Learning tab) has a range of resources to support implementation including: Literacy in Business Studies, Numeracy in Business Studies, sample learning experiences including examples of how those learning experiences can be incorporated into units of work, and subject specific reference materials and support resources.

IB subject outlines include references to the resources that will be used in each topic. This is supported by a range of resources available to IB Diploma Programme teachers through required Category 1 subject/core training, the Online Curriculum Centre (OCC) and through formal and informal networks.

B3d
Subject syllabuses, work programmes, study plans and subject outlines set out the assessment that will be used to measure student progress (both formative and summative) as well as a criteria matrix. The QCAA website provides a range of products to inform the design of effective assessment and the appropriate application of standards when making judgements about student achievement. The IBO set strict guidelines on the conduct of internal and external assessment and this is documented in the CDSHSIB Assessment Policy.

Students who chose the IB Diploma Programme pathway through the Senior Secondary School are required to complete six subjects and three core areas including Theory of Knowledge (TOK) and the Extended Essay (EE). TOK develops a coherent approach to learning that unifies the academic disciplines. TOK is a course on critical thinking, where students inquire into the nature of knowing, reflect on the subjects they are studying and deepen their understanding of knowledge as a human construction.

All IB Diploma Programme subject outlines include links to TOK – Language and Literature, Language ab initio, Business Management, History, Biology, Chemistry, Physics, Environmental Systems and Societies, Mathematics, Mathematical Studies, Music and Visual Art. The world studies EE option allows students to focus on a topic of global significance which they then examine through the lens of at least two of their subjects.

Although the QCAA Work program and study plan requirements provide limited scope for the inclusion of references to links across disciplines, in practice there are significant links across subjects in the Senior Secondary School. For example, Creative Arts teachers and students regularly work on joint projects such as the Creative Arts Showcase, which includes music, dance, visual art, drama and film students.
Work programmes, study plans and subject outlines include a range of authentic learning experiences. For example, authentic learning involves students across a wide variety of key learning areas:

- Dance students perform at the Redlands Performing Arts Centre [Senior School Evidence:B3f - Dance Fusion.docx].
- Modern History students travel to Vietnam [Senior School Evidence:B3f - Modern History Vietnam Tour.docx].
- Performing Arts students audition for Creative Generation State Schools on Stage [Senior School Evidence:B3f - Creative Generation Auditions - Drama.docx].
- Students use video conferencing facilities to Skype with students in our sister schools, as well as with experts in their field [Senior School Evidence:B3f - Marine Science Skype Session.docx].
- Music performance is assessed through live performance at concerts.
- Hospitality students are involved in catering events.
- Tourism students run a Travel Expo.
- Legal Studies students observe proceedings at the Supreme and District Courts.
- Biology students undertake laboratory experience at the Queensland Institute of Medical Science.

The range of authentic learning made available to students often relates to the pathway and subjects chosen. For example, students who choose to follow a Tertiary Entrance Pathway have the opportunity to enrol in undergraduate university subjects. This often leads to offers of early admission to university.

Students who choose to follow a Vocational Pathway through the Senior Secondary School are strongly encouraged to complete Vocational Certificates (I, II, III, IV and Diploma) by enrolling in a TAFE course or a School Based Apprenticeship or Traineeship (SAT). TAFE courses generally involve attending TAFE one day each week. SATs generally involved on-the-job training as well as the completion of theory modules under the direction of a trainer or at TAFE. Students undertaking a SAT are paid by their employers for the work that they do which means that they gain both work experience and a nationally recognised vocational qualification.

There are currently 48 students who attend TAFE one day each week. These students are enrolled in courses such as Certificate III in Health Services, Certificate III in Fitness, and Certificate III in Networking Administration, etc. A further 20 students are enrolled at SkillsTech one day each week completing Certificates in Engineering, Construction, Plumbing and Electrotechnology. Four students are completing a Certificate IV in Justice and a further ten students are completing a full Diploma in Business, Music or Drama. The school currently has approximately 80 students undertaking a SAT. This number changes constantly as students complete their SAT or enrol in a SAT. School Based Traineeships are generally completed at Certificate III level. School Based Apprenticeships generally roll over into a full time apprenticeship when the student completes Year 12.

Certificates completed are “banked” by the Registered Training Organisation into the student learning account. Certificates contribute credits toward the QCE and can contribute to the core requirements of this certification – Certificate I (2 or 3 credits), Certificate II (4 credits), Certificate III (6 to 8 credits) and Certificate IV and Diplomas (8 credits). Enhanced Studies (undergraduate University courses) also contribute credits towards the achievement of the QCE.
Faculty Heads of Department (English, Mathematics, Science, Social Science, Health and Physical Education, Business Education, Creative Arts, Industrial Design and Technology/Home Economics) have a responsibility for designing, implementing and reviewing subject curriculum. This process is completed in collaboration with senior teaching staff who attend relevant professional development (often conducted by the QCAA).

The accountability processes of the QCAA require the school to appoint a School Moderator who oversees the Senior School Curriculum and ensures that all requirements are met. The School Moderator at CDSHS is Robyn Przewloka (Year 12 Deputy Principal). The School Moderator attends annual professional development focusing on moderation and verification processes.

All Authority and Authority Registered subjects are required to have a work program (Authority) or study plan (Authority Registered), which is based on the syllabus for the subject. These programmes and plans are submitted to the QCAA for approval before they are implemented. This process involves professional development for staff and feedback from the QCAA on the development and implementation of the program or plan. Assessment is externally moderated and final results are externally verified. The school receives feedback during the process in the form of comments made on year-level appropriate documents: R3 (Year 11 Authority Subject Monitoring) Senior School Evidence\B3g - Legal Studies R3.pdf, R6 (Authority Subject Verification) Senior School Evidence\B3g - Economics R6.pdf and R12 (Authority Registered Subject Monitoring) Senior School Evidence\B3g - English Communication R12.docx. The faculty Heads of Department and subject teachers use this feedback to inform amendments to the work program or study plans and associated assessment.

Trained IB Diploma Programme teachers have a responsibility for the design, implementation and review of the IB Diploma Programme subjects/core. The school is required to have an IB Diploma Programme Coordinator. At CDSHS, this role is shared by Karen Abraham (Year 11 Deputy Principal) and Robyn Przewloka (Year 12 Deputy Principal). Both Coordinators have attended Category 1 Coordinator Training and both Coordinators and the Principal have attended Category 1 Administrator Training. The Coordinators regularly network with other IB schools and educators.

Teachers meet regularly as a faculty to ensure the logical sequencing of the vertical curriculum and to ensure horizontal consistency. Teachers are allocated to staffrooms based on their teaching area and this assists with the formal and informal discussions that occur around curriculum and pedagogy Senior School Evidence\B3h - Staffroom Lists.XLS.

The development of year 10, 11 and 12 work programmes, study plans and subject outlines ensures that there is minimal overlap or gaps in content. If there is more than one class of a QCAA Authority Subject, for example English, the Queensland system positions these students in direct competition with each other. For this reason, consistency across classes in the Senior Secondary School is a high priority. Teachers use the same unit planner and the same assessment dates and tasks are used in all classes.

The SET planning process leads students to their pathway through the Senior Secondary School—IB Diploma Programme, Tertiary Entrance (OP) or Vocational Education Senior School Evidence\B3i - SET Plan Example 1.pdf, Senior School Evidence\B3i - SET Plan Example 2.pdf. The process assists parents and student to understand the combination of subjects (including tertiary prerequisites) and vocational qualifications required to meet their future goals. The Senior Schooling Deputy Principals and the Senior School Guidance Officer oversee this process. Progress towards SET plan goals is carefully monitored by the Year Level Deputy Principals who provide guidance to students and parents as they progress towards their goals. The Senior School Guidance Officer provides whole group, small group and individual guidance to students around tertiary entrance procedures and applying to the Queensland Tertiary Admissions Centre (QTAC).
The pathways offered increase the connection between subjects and student goals. Students find their education more meaningful and this increases their interest, enthusiasm and retention rates. This has led to successful QCE outcomes with 98.1% of students achieving a QCE in 2015 compared with the statewide result (including both State and Private Schools) of 93%. The school ensures that all students know that every pathway is a valuable pathway. Traditionally students have felt that an academic pathway was a “better” pathway than a vocational pathway. At the CDSHS 2015 Annual Presentation Night, 75 Year 12 students received a Vocational Excellence Award with one of these students receiving the prestigious Outstanding Vocational Student Award. These students had all completed a nationally recognised vocational qualification at a Certificate III level or higher. In 2015, 184 nationally recognised vocational qualifications were awarded to Year 12 graduates Senior School Evidence\B2a - Year 12 Outcomes Report.pdf.

Cleveland District State High School dominated at the South East Region Training Awards with students, staff and the school announced as finalists in a range of award categories including Vocational School of the Year. Our students were announced as winners of the SchoolBased Apprentice of the Year, SchoolBased Indigenous Apprentice of the Year and SchoolBased Trainee of the YearSenior School Evidence\B3i - Newspaper Article SER Awards.docx.

Subject coordinators and teachers meet within and across faculties to provide authentic learning opportunities for students. For example, Hospitality students work with Business students to run a function with Hospitality students catering and Business students completing posters, menus and advertising for the event.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here:

Continue to develop Theory of Knowledge (TOK) understanding with IB Diploma Programme staff and students. Use this understanding to develop cross-curricular links across QCAA subjects. One of the expected advantages of introducing the IB Diploma Programme is the spread of the critical thinking and reflection that unifies academic disciplines in the IB Diploma Programme. All IB Diploma Programme staff teach across the IB and the QCAA curriculum.

SSC STEP (v) Proposals to address poor or non-alignment.
Write here:Not applicable
STANDARD B3 Visiting Team Input

VT STEP (a) Standard rating.
Write here:
4

VT STEP (b) Evidence supporting the rating.
Write here:
Teaching and learning is guided by the Queensland Curriculum and Assessment Authority (QCAA) and the IB Diploma Programme’s Online Curriculum Centre (OCC) through content delivered on websites. These sites provide a range of products to inform the design of effective assessment and the appropriate application of standards when making judgements about student achievement. They provide the content to be covered, sample learning experiences and the sequencing of topics across the courses of study which can be supported by Dimension of Learning (DoL) units. Also, they include the formative and summative assessments for measuring student progress and criteria matrix.

The IBO sets guidelines in an assessment policy. All the subject outlines include links to the Theory of Knowledge (ToK) and the Extended Essay (EE) topic of global significance.

All Year 10 programs provide a foundation for the Years 11 and 12 QCAA and IBDP subjects. The Senior Education and Training Plan (SET) provides pathways which increase students’ connections between their subject choices and learning goals. The QCE outcomes of 98.1% of students achieving a QCE in 2015 and the number of students completing a nationally recognised qualification were significant Year 12 outcomes.

The Self-Study reports for both staff and students reflect significant support for curriculum documentation, the student pathways and the meaningful connections between disciplines.

VT STEP (c) Significant Commendations (if any).
Write here:

The Visiting Team commends:

B3-1: the faculty teams for their ready translation of QCAA and IBDP documentation into meaningful and connected pathways.

VT STEP (d) Significant Recommendations (if any).
Write here:
None

VT STEP (e) Additional Advice (if any).
Write here:
STANDARD B4 Self-Study Input

<table>
<thead>
<tr>
<th>STANDARD B4</th>
<th>SSC Rating on scale 1 to 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.</td>
<td>Write here: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators for Standard B4</th>
<th>Rating (Please mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B4a Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.</td>
<td>✓</td>
</tr>
<tr>
<td>B4b The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.</td>
<td>✓</td>
</tr>
</tbody>
</table>

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard. Write here:

**B4a**
The school has conducted a comprehensive Global Perspectives Audit [Senior School Evidence\B4a - Global Education @ CDSHS.pdf](mailto:Senior School Evidence\B4a - Global Education @ CDSHS.pdf) to ascertain the degree of integration across year levels, between subject areas and levels of awareness amongst staff and students. This audit was based on the Framework for Global Education in Australian Schools [Senior School Evidence\B4a - Global Perspectives Framework.pdf](mailto:Senior School Evidence\B4a - Global Perspectives Framework.pdf) and the data was collated across year levels and faculties [Senior School Evidence\B4a - Global Perspectives Audit 2015 Data.xlsx](mailto:Senior School Evidence\B4a - Global Perspectives Audit 2015 Data.xlsx). Staff were supported with professional development about the Framework for Global Education on student free days [Senior School Evidence\B4a - Global Perspectives Staff PD.pptx](mailto:Senior School Evidence\B4a - Global Perspectives Staff PD.pptx).

This emphasis on fostering global citizenship in students recognises the value the school places on International Mindedness and is reflected in documents integral to the core values of the school [Senior School Evidence\B4a - Philosophy - August 2015.doc](mailto:Senior School Evidence\B4a - Philosophy - August 2015.doc).

Faculties in the Senior School ensure that their content reflects local, national and global perspectives (within the scope of the prescribed state and national curriculum) and it is evident in excursions and assessment items such as Senior Visual Art [Senior School Evidence\B4a - Delvene Cocketoo-Collins info_ Indigenous Perspectives Senior Visual Art.docx](mailto:Senior School Evidence\B4a - Delvene Cocketoo-Collins info_ Indigenous Perspectives Senior Visual Art.docx); Senior School Evidence\B4a - Embedding ATSI Perspective Senior Visual Art.docx; Language study tours to New Caledonia, Taiwan and Japan for students of French, Mandarin and Japanese; and video-conferencing calls to students and guest speakers in other countries.

The school also has a well-established (16 years) International Student Program (ISP) hosting students from approximately ten countries around the world for both short and long stays.
The students are placed with homestay families and integrate seamlessly into the school community with the help of a dedicated International Student Program Director and a Homestay Co-ordinator. The ISP enriches the school community through the exchange of knowledge, opinions and perspectives at all levels.

B4b
The celebration of the diversity of cultures at CDSHS is best observed at our annual Multicultural Day Festival. Students and staff are encouraged to display their cultural origins through wearing national costumes and arranging displays of traditional food and creative activities such as art or music. This has become a significant whole-school event and is well supported by the wider school community.

A range of language and cultural opportunities are offered through our tours to destinations such as Vietnam, Borneo and Vanuatu as well as a variety of Sister School arrangements.

The school also has a dedicated Aboriginal and Torres Strait Islander (ATSI) Liaison Officer and we work to consciously embed ATSI perspectives across the Senior School curriculum as guided by the Australian Curriculum and QCAA. For example, Human Rights Unit in Year 12 Legal Studies.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here:

Continue to develop curriculum links to the local community and environment in the Senior School curriculum and embed the Global Perspectives Framework across the Senior School curriculum.

SSC STEP (v) Proposals to address poor or non-alignment.
Write here: Not applicable
STANDARD B4 Visiting Team Input

VT STEP (a) Standard rating.
Write here:
3

VT STEP (b) Evidence supporting the rating.
Write here:

The Visiting Team agrees with the school's analysis and Self-Study report of the ways in which the study of local language, culture and cultural diversity enrich the students’ learning. The International Mindedness in the School's Philosophy, the international student programs to enhance cultural diversity and the Global Perspectives audit all assist in reviewing the continuous improvement in embedding both cultural diversity and global citizenship in the curriculum.

The Endicott Study Self-Study comments by the students and teachers indicated that there is a desire to embed more local language, cultural and community links. Classroom observations, individual staff narratives and evidences revealed a continuous improvement program for cultural diversity.

VT STEP (c) Significant Commendations (if any).
Write here:

The Visiting Team commends:

B4-1: the school for the ongoing process and curriculum alignment of the comprehensive Global Perspectives audit.

VT STEP (d) Significant Recommendations (if any).
Write here:

None.

VT STEP (e) Additional Advice (if any).
Write here:

- Consider a review/planning task for the cross-curriculum mapping of the global perspectives action plan with the five learning emphases from Global Perspectives.
- Teachers continue to develop local curriculum links for language and community.
STANDARD B5 Self-Study Input

<table>
<thead>
<tr>
<th>STANDARD B5</th>
<th>SSC Rating on scale 1 to 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.</td>
<td>Write here: 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators for Standard B5</th>
<th>Rating (Please mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B5a The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.</td>
<td>✓</td>
</tr>
<tr>
<td>B5b The school provides professional development in content areas relevant to teachers’ assignments.</td>
<td>✓</td>
</tr>
<tr>
<td>B5c The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching learning and strengthen student engagement.</td>
<td>✓</td>
</tr>
<tr>
<td>B5d The faculty has an avenue for input into the planning of professional development activities.</td>
<td>✓</td>
</tr>
<tr>
<td>B5e Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.</td>
<td>✓</td>
</tr>
</tbody>
</table>

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard. Write here:

B5a
All staff complete annual Developing Performance Plans Senior School Evidence\B5a - Annual Performance Plan2016.docx to identify professional strengths and weaknesses. These plans are collated and analysed at a faculty level and on a school-wide basis to assess professional development priorities for increased student outcomes. The school has produced a Whole School Professional Development PlanSenior School Evidence\B5a - Whole School Professional Development Plan 2016.doc supported by a budget to implement it.

Professional development is then delivered to individuals and/or groups of teachers/staff on site and at other locations as needed. The school has engaged experts in pedagogical practice to provide deeper analysis of our curriculum and assessment. CDSHS has also established the Bayside Excellence in Teaching Alliance (BETA) which provides professional development by and for staff in the local area, both primary and secondarySenior School Evidence\B5a - BETA Agenda March 15 2016.doc. 
The professional development offered is both relevant and targeted to curriculum areas and broader areas of need for staff professional growth. The school provides staff with the opportunity to attend QCAA workshops for curriculum and assessment design, and quality assurance. Staff are released to participate in professional development for syllabus updates, curriculum changes and assessment updates from the State Government Department of Education. Staff are also kept up-to-date with proposed changes to the senior schooling processes being introduced by the QCAA in 2018 via memos and calibration training in specific subjects.

The school offers regular professional development to enhance the understanding and mastery of our Whole School Pedagogical Framework. PD takes the form of face-to-face, onsite, online and regularly scheduled meetings. Staff are also supported with professional materials in the staff diary and on G Drive. The Technology Department uses internal and external staff and providers to deliver a range of IT professional development for academic staff to improve student engagement with technology across the curriculum.

Peer-to-peer observations are also an established tradition of the school and involve teachers using a set of agreed protocols and feedback templates to observe each other in the classroom. Observations are discussed with the Head of Department as part of the conversations that inform the individual’s annual Developing Performance Plan and facilitate the spread of innovative, best practice.

Through HOD and Administration analysis of the Developing Performance Plans, a whole school professional development plan has been devised.

Staff are engaged in formal analysis of student data at several critical junctures throughout the academic year. This analysis takes the form of engagement with a range of data sources and culminates in each staff member producing Placemat for each class they teach. This analysis is linked to the school’s Annual Implementation Plan (including faculty input) and Whole School Strategic Priorities.

Senior School data (e.g., QCE attainment, subject level of achievement) is interrogated at a whole school and faculty level to ascertain areas where staff may require professional development to increase successful student outcomes.

**SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.**

Write here: Not applicable

**SSC STEP (v) Proposals to address poor or non-alignment.**

Write here: Not applicable
STANDARD B5 Visiting Team Input

VT STEP (a) Standard rating.
Write here:
3

VT STEP (b) Evidence supporting the rating.
Write here:
A teacher peer-to-peer observation process is being introduced in a reflective buddy model. All teachers have a staff diary to record and track their professional learning. 20 hours of compulsory professional development is mandated by DET and the school is supportive with access to professional learning through staff meetings and student free days. Examples include the time-off-in-lieu (TOIL) time in February and July to examine the data and work on the Data Placemats in faculty teams as well as the Term 2 moderation process.

Annual Performance Plans are then aligned with the national teaching standards wherein teachers set their personal targets and professional goals. The Heads of Departments collate plans and performance observations in collegial groups to inform the school’s leadership team and their work on the strategic priorities for future years.

Teachers report that the school provides professional development which is relevant to individual needs, supports the school’s goals and pedagogical framework as well as benefitting students through improving teaching practices. With the BYOD policy in place, continual review of pedagogy is essential.

There is formal analysis of the data, which is linked to understanding of the pedagogical framework. In turn, this data is used to devise annual plans (AIP) to underpin the school’s strategic aims.

VT STEP (c) Significant Commendations (if any).
Write here:
The Visiting Team commends:

B5-1: the Administration team and Heads of Departments for translating the Annual Performance Plans and reviews into a highly focused Professional Development Plan.

B5-2: the teachers’ general engagement in peer supported professional learning.

VT STEP (d) Significant Recommendations (if any).
Write here:
The Visiting Team recommends:

B5-1: that professional development is aligned with improving teacher pedagogy.

VT STEP (e) Additional Advice (if any).
Write here:
STANDARD B6 Self-Study Input

<table>
<thead>
<tr>
<th>Indicators for Standard B6</th>
<th>Rating (Please mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B6a Teaching methods and student learning activities are varied according to the nature of the subject matter.</td>
<td>✓ PA NA</td>
</tr>
<tr>
<td>B6b Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.</td>
<td>✓</td>
</tr>
<tr>
<td>B6c Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.</td>
<td>✓</td>
</tr>
<tr>
<td>B6d Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.</td>
<td>✓</td>
</tr>
</tbody>
</table>

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard. Write here:

B6a Senior School subject syllabuses and work programmes (as issued and authorised by the QCAA) contain a wide range of approaches to teaching and learning that are relevant and suited to the subject content. The teaching and learning that takes place is further enhanced by access to an extensive range of specialist equipment to support senior students as evidenced across the faculties. For example, Creative Arts students have the opportunity to create and record their productions in a purpose built suite with a green screen and recording studios while Science students in the Senior School have access to well-equipped laboratories to facilitate real-life investigations. Individual student learning styles and needs are identified during the student data analysis process Senior School Evidence\B6a - Data Analysis.docx and are accommodated in the planning of units and lessons.

B6b The planning of curriculum delivery and learning environments are informed by the school’s pedagogical framework, Senior School Evidence\B1e - Pedagogical Framework 2016.pdf. Dimensions of Learning (DoL). A variety of teaching strategies are employed to increase student engagement along with programmes such as Reading to Learn Senior School Evidence\B6b - Reading to Learn.docx to assist student comprehension across all year levels and subject areas. This is assessed for efficacy via a structured peer-to-peer observation process involving written feedback and professional conversations with Heads of Department. Extension classes are offered across a range of subject areas in the Senior School—English Extension and Music Extension, as well as providing opportunities for students to extend their learning through events such as the Creative Arts Showcase.
Senior work programmes reflect open and broad units of work to ensure students from all backgrounds can succeed. This is reflected in our data which indicates that overall, 98.1% of our students exit Year 12 with the Queensland Certificate of Education (QCE) and within that figure, 100% of our indigenous students attained their QCE. This is significantly higher than the state average of 93%.

B6c
A variety of teaching methods are employed across the senior school to address the learning styles and abilities of all students. These methods are informed by DoL and can include: flipped classrooms, Ed Studio, OneNote, Verso, EBooks, Maths Online, guest speakers, excursions and practical demonstrations. Students are encouraged to explore their own learning style with activities in their student diaries, which are worked through at the start of each year. Students with a variety of learning needs are also supported through the use of technology (e.g. hearing transmitters, subtitles and extra time allocated for assessment for EAL/D (English as an Additional Language/Dialect) learners), as well as providing teacher aide support. The senior school has two dedicated teacher aides who work with students individually and in small groups to assist them with assessment completion and in general class work.

B6d
EAL/D students are provided with a wide range of strategies including (but not limited to) modified assessment, extra time for exams, scribes, translators, pre-reading of stimulus material and in-class EAL/D support teachers. EAL/D students are also supported by a growing range of texts in the school library of popular novels printed in languages other than English.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here:
Develop and formalise further levels of support for EAL/D students across the Senior School and in conjunction with the IBDP Special Educational Needs Policy.

SSC STEP (v) Proposals to address poor or non-alignment.
Write here: Not applicable
STANDARD B6 Visiting Team Input

VT STEP (a) Standard rating.  
Write here:  
4

VT STEP (b) Evidence supporting the rating.  
Write here:  
The QCAA subjects and programs address a range of teaching approaches to engage and improve student performance. The Data Placemats supplementing unit planning are evidence of the school’s intention to identify support services and differentiate individual abilities, needs and learning styles. This is an ongoing work of continuous improvement.

Pedagogical processes are supported by the peer-to-peer observations, which then inform feedback and coaching processes for teaching staff.

There is ample evidence of a range of supportive teaching strategies and extension classes to enhance students’ engagement. The senior student diary is a starting place for the exploration of learning styles. Senior study skills classes were observed using the WALT, WILF and TIB strategies often documented in the unit plans.

Teacher aides, with the assistance of special education teachers, are dedicated staff teams supporting the needs and learning styles of English as an Additional Language/Dialect (EALD) students, ensuring almost 100% of students attain their QCE.

VT STEP (c) Significant Commendations (if any).  
Write here:  
The Visiting Team commends:

B6-1: the provision of peer-to-peer Observation Protocol to provide feedback and inform conversations in the development of engaging learning environments to enhance student achievement.

B6-2: the increasing provision of Data Placemats to record and share the differentiation of individual learning needs.

VT STEP (d) Significant Recommendations (if any).  
Write here:  
None

VT STEP (e) Additional Advice (if any).  
Write here:  
The Visiting Team suggests that the Senior School teaching staff need to continue to formalise the identification and approach to special needs for EALD students in the forthcoming IBDP programs.
STANDARD B7 Self-Study Input

<table>
<thead>
<tr>
<th>STANDARD B7</th>
<th>SSC Rating on scale 1 to 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school shall provide appropriate support and resources to implement</td>
<td>Write here: 4</td>
</tr>
<tr>
<td>the curriculum and allow access and full participation by all students.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators for Standard B7</th>
<th>Rating (Please mark)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>WA</td>
</tr>
<tr>
<td>B7a Class sizes are defined</td>
<td>✓</td>
</tr>
<tr>
<td>according to the subject and/or grade, student needs, and the number</td>
<td></td>
</tr>
<tr>
<td>and qualifications of staff</td>
<td></td>
</tr>
<tr>
<td>members present.</td>
<td></td>
</tr>
<tr>
<td>B7b The school provides</td>
<td>✓</td>
</tr>
<tr>
<td>suitable texts, an age-</td>
<td></td>
</tr>
<tr>
<td>appropriate library/media</td>
<td></td>
</tr>
<tr>
<td>collection, and other print</td>
<td></td>
</tr>
<tr>
<td>materials to support</td>
<td></td>
</tr>
<tr>
<td>learning objectives.</td>
<td></td>
</tr>
<tr>
<td>B7c Technology and media</td>
<td>✓</td>
</tr>
<tr>
<td>resources are up-to-date,</td>
<td></td>
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<tr>
<td>accessible to all, and</td>
<td></td>
</tr>
<tr>
<td>available in sufficient</td>
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<tr>
<td>supply to support learning</td>
<td></td>
</tr>
<tr>
<td>objectives.</td>
<td></td>
</tr>
<tr>
<td>B7d Specialized equipment</td>
<td>✓</td>
</tr>
<tr>
<td>is available, up-to-date,</td>
<td></td>
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<tr>
<td>and well maintained to</td>
<td></td>
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<tr>
<td>support learning objectives</td>
<td></td>
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<tr>
<td>in those areas that require</td>
<td></td>
</tr>
<tr>
<td>it (e.g. science labs, AV/ICT, PE and Arts materials, etc.).</td>
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</tr>
<tr>
<td>B7e Assignment of teachers</td>
<td>✓</td>
</tr>
<tr>
<td>reflects expertise and</td>
<td></td>
</tr>
<tr>
<td>qualifications in the</td>
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</tr>
<tr>
<td>appropriate subject/content</td>
<td></td>
</tr>
<tr>
<td>area(s).</td>
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<tr>
<td>B7f Support staff members</td>
<td>✓</td>
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<tr>
<td>are assigned to assist</td>
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<tr>
<td>teachers in those areas</td>
<td></td>
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<tr>
<td>where it is appropriate.</td>
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</tr>
<tr>
<td>B7g Library/media personnel</td>
<td>✓</td>
</tr>
<tr>
<td>are available and suitably</td>
<td></td>
</tr>
<tr>
<td>qualified to collaborate</td>
<td></td>
</tr>
<tr>
<td>with faculty, engage in</td>
<td></td>
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<tr>
<td>curriculum development,</td>
<td></td>
</tr>
<tr>
<td>and support students in</td>
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<tr>
<td>acquiring and applying</td>
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</tr>
<tr>
<td>research skills to achieve</td>
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</tr>
<tr>
<td>curriculum goals.</td>
<td></td>
</tr>
<tr>
<td>B7h IT personnel are</td>
<td>✓</td>
</tr>
<tr>
<td>available and suitably</td>
<td></td>
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<tr>
<td>qualified to collaborate</td>
<td></td>
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<tr>
<td>with faculty, engage in</td>
<td></td>
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<tr>
<td>curriculum development, and</td>
<td></td>
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<tr>
<td>support students and faculty</td>
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<tr>
<td>in acquiring and applying</td>
<td></td>
</tr>
<tr>
<td>IT skills.</td>
<td></td>
</tr>
</tbody>
</table>

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard. Write here:

B7a  
Class sizes are determined by Education Queensland (EQ) with state schools required to follow EQ guidelines which currently suggest 25 students in the class with some specific provision in practical areas. Support staff are available to senior students as required and two dedicated teacher aides have been appointed to assist senior students to complete assessment tasks on a one-to-one basis or in small groups.
The school has a well-stocked and maintained Student Resource Scheme (SRS), which provides a low-cost option for parents to access all print and electronic texts and specialist equipment as needed across the year levels and subject areas. Currently, around 94% of families have elected to use the SRS. The SRS is audited and reviewed to ensure it is relevant and meets the needs of students and the curriculum. Provision is made for students who may need special consideration due to financial hardship within their families and fees may be waived or flexible payment arrangements put into place.

The school is currently transitioning to a BYOD (Bring Your Own Device) environment where students provide their own laptop device which meet the recommended specifications advised by the school and advised through the school’s website and through parent information sessions. [Senior School Evidence/B7b - student-BYOD-charter-2015.pdf]

The school has a dedicated Distance Education lab, which provides students with a quiet environment to access programmes not offered at school (e.g. Cert IV Justice through Brisbane School of Distance Education.) Specialised equipment for students in the senior school is up-to-date and regularly reviewed to maintain relevance and currency to support the curriculum (e.g. Graphics is supported by industry-specific technology and programmes such as Autodesk and the Adobe Suite and our Physical Education faculty enjoy a purpose-built gym that meets industry standards.) The school subscribes to a range of electronic databases (Oliver) [Senior School Evidence/B2f - Screenshots - Oliver.docx] and provides training (BETA, Blended Learning) in the use of these to staff and students to allow access to a broad range of electronic resources and references (e.g. Science labs, AV/ICT, PE and Arts materials, etc.).

Heads of Department work closely with Administration to timetable the most suitable staff for classes across the senior school. [Senior School Evidence/B7e - Copy of Teacher allocations Social Science 2016 v2.xls]

Academic staff are recruited through the state transfer system as well as through targeted advertising for specific areas of need. As an Independent Public School (IPS) the school has a degree of autonomy around staff recruitment [Senior School Evidence/B7e - Independent Public Schools.doc], Support staff are managed by the Business Services Manager in consultation with the Senior Management Team, in line with faculty needs [Senior School Evidence/B7g - Teacher Aide hours yearly.xls]. Support staff play a pivotal role in student success in the senior school and are allocated based on analysis of data and teacher feedback. Specialist Library and IT staff are employed to assist with curriculum and resource development, providing support and PD as needed to staff and students. The school also employs Science Operations Officers and farm hands to support the Science Faculty.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here: Not applicable

SSC STEP (v) Proposals to address poor or non-alignment.
Write here: Not applicable
VT STEP (a) Standard rating.
Write here:
4

VT STEP (b) Evidence supporting the rating.
Write here:

The school follows State Government guidelines for the provision of class sizes and staffing ratios of dedicated teacher aides. Special considerations for resource support are available for most families with the Student Resource Scheme (SRS). Government guidelines are also in place for the support and resourcing to implement the curriculum, ranging from the appointment or transfer of teaching staff to the provision of a Student BYOD Charter.

In the transition from a 1:1 computer laptop program to a BYOD program, the school retains some specialist software in computer areas. These include Adobe and Autodesk software in graphics and business, Mac (film and media) Adobe suites and the Library Computer Lab (LCL).

In regards to the farm, the science laboratories, the dedicated Distance Education lab and the purpose built gym, the resource and support facilities meet industry standards and they are further illustrations of the strong support of programs requiring significant resource investment.

Teaching and support staff are timetabled across the school for curriculum and behaviour management. Staff and students move quickly and efficiently around the clearly signposted campus in period changeovers.

Assisting curriculum development and resource acquisition or discovery, the specialist Library and ICT staff provide outstanding evidences of library hub and eLearning support and laptop acquisition and management programmes. The Library displays are attractive, promoting intercultural awareness and links to community resources. Students are supported to receive access and participation in all resource programs to support their curriculum needs. The learning spaces are flexible and student-favoured.

Any staged transition from the school provision of 1:1 laptop programs to a BYOD program can be significant for the provision of teacher ICT capabilities in a device-agnostic classroom. In this period at CDSHS supportive services increase access and equity for parents with:

- the current retention of software licenses
- the maintenance and rollover of hardware in specialist computer labs;
- the availability of a “home-drive” on the school’s network; and
- the Level 1 tier support or ‘back-to-base’ repair service agreement with the vendors.

The school’s Intranet is a SharePoint 2007 server with student and staff access to the G and H drives respectively. There is a migration from Microsoft OneNote on the desktop to BlackBoard learning management system through the DET’s iConnect for resource content repositories.

VT STEP (c) Significant Commendations (if any).
Write here:

The Visiting Team commends:

B7-1: the Library, ICT and eLearning staff teams for supporting the curriculum initiatives with the active promotion and the school-wide adoption of new digital learning resources and Learning Place virtual classrooms.

B7-2: the school and library staff for facilitating and promoting access to the breadth of learning resources that is available for staff and students through its community resource partnerships.
B7-3: the Head of Department and the eLearning Coordinator for driving the support and capacity for blending learning amongst teachers and an online portal for students.

VT STEP (d) Significant Recommendations (if any).
Write here:

None

VT STEP (e) Additional Advice (if any).
Write here:

The Visiting Team agrees that all teachers and learning support staff should continue to be supported with professional learning opportunities in supported blended learning with the Learning Place’s virtual classroom for seamless 24/7 student access and progress reports.
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.  

<table>
<thead>
<tr>
<th>Indicators for Standard B8</th>
<th>Rating (Please mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B8a</strong></td>
<td>Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.</td>
</tr>
<tr>
<td><strong>B8b</strong></td>
<td>Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.</td>
</tr>
<tr>
<td><strong>B8c</strong></td>
<td>Students demonstrate their learning through a variety of assessment models such as formal testing, self-assessment, peer review, projects, etc.</td>
</tr>
<tr>
<td><strong>B8d</strong></td>
<td>The school has processes for comparing and analysing its students’ achievements with those of similar students elsewhere.</td>
</tr>
<tr>
<td><strong>B8e</strong></td>
<td>Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.</td>
</tr>
</tbody>
</table>

SSC STEP (i)  Indicator Ratings – mark on table above.

SSC STEP (ii)  Standard rating – write on table above

SSC STEP (iii)  Analytical summary, with evidence, of alignment with the Standard.  
Write here:

**B8a**  
Assessment items are driven by the syllabus documents produced by the Queensland Curriculum and Assessment Authority (QCAA). The QCAA approve Work Programmes and assessment tasks developed by the school in response to the syllabus requirements. Teaching staff in the Senior School participate in internal and external moderation and verification of assessment for quality assurance and comparability, and to ensure that they provide opportunities for students to demonstrate the objectives of the syllabus.

**B8b**  
Students are issued with assessment task sheets which include comprehensive assessment criteria and clear instructions. These task sheets use a common template to provide consistency across the school and compliance with our Whole School Pedagogical Framework. Students are provided with exemplars within faculties to further support and scaffold their work.

Students and parents are also able to access an assessment planner that is customised for each student according to their course of study.
B8c
Students are able to demonstrate their learning through a variety of modes, as per syllabus requirements for summative assessment and in a broad range of formal assessment items. These modes can include, but are not limited to, activities such as investigations, multi-modal presentations, performances, research assignments and oral presentations, as directed by the syllabus requirements. [Senior School Evidence\B1b - Legal Studies Syllabus.pdf]

B8d
The QCAA process of monitoring and verification for Year 11 and 12 work is comprehensive and thorough. It ensures work throughout the state is comparable and assessment items are fair and reflective of syllabus intent.

The QCAA has a comprehensive and effective moderation process in place to ensure the quality and comparability of Year 11 work. Panels of teachers at District and State level examine the assessment items of a selection of students across the achievement levels at each school, providing feedback on the assessment items and the judgments made around achievement levels. Schools action this feedback as part of their review process (Form R3) [Senior School Evidence\B3g - Legal Studies R3.pdf]. The QCAA process for verification of Year 12 levels of achievement at exit involves reaching agreement between the panels and the schools, once again, ensuring comparability and fairness in the assessment process (Form R6) [Senior School Evidence\B3g - Economics R6.pdf].

B8e
Teachers in the Senior School use formative results to continually modify teaching and learning in their classrooms. A wide range of data is available such as NAPLAN and subject achievement data. Data Placemats [Senior School Evidence\B5e - Placemat v2 senior.docx] are used to assist in the analysis of students in subjects and students engage in self-assessment and goal setting [Senior School Evidence\B2e - Example pages - Senior Diary.pdf]. Year 11 monitoring from QCAA is used to inform teaching and learning as students move from Year 11 into Year 12.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here: Not applicable

SSC STEP (v) Proposals to address poor or non-alignment.
Write here: Not applicable
STANDARD B8 Visiting Team Input

VT STEP (a) Standard rating.
Write here:
4

VT STEP (b) Evidence supporting the rating.
Write here:

In both internal assessment and external moderation processes for the quality assurance in assessment, teaching staff are supported in devising procedures to monitor and assess students’ performance regularly; requirements are detailed in the 2016 Annual Data Collection and Analysis Plan. The evidence of external assessments is contained within the Queensland Curriculum and Assessment Authority (QCAA) syllabus documents and assessment task templates. Senior courses receive feedback from the QCAA in review panel processes for quality assurance. Senior work is moderated and verified against the syllabus standards, often with other schools in the district or through a review panel process on which CDSHS staff may be represented.

Summative guides include the OneSchool student profiles, the NAPLAN summary, the semester achievement records and absentee data. Procedures are detailed in the assessment policy handbooks.

The evidence of internal processes begins with the assessment cover sheets for all assigned work. Every task given to students includes an assessment cover sheet, task details and the criteria by which the assessment piece will be assessed. These documents are also available from virtual classrooms.

Assessment planners are customised for each student’s course of study. In the production of subject assessment cover sheets, explanation guides are thorough for the teachers’ use of the OneSchool dashboard analysis and the formative assessment tools like the CDSHS Data Placemats. Data Placemats are used to assist in the analysis of students’ performance in subjects and students engage in self-assessment and goal setting.

Each teacher completes the data placemat for their classes. This gives them a snapshot of the achievement, behaviour and attendance data for each student in the class. It also gives teachers the opportunity to identify students of interest who will require additional assistance, or specific classroom strategies to use with particular students. Heads of Department report that they meet with the teachers to ensure take-up, review and analyse the data.

VT STEP (c) Significant Commendations (if any).
Write here:
None

VT STEP (d) Significant Recommendations (if any).
Write here:
None

VT STEP (e) Additional Advice (if any).
Write here:
STANDARD B9 Self-Study Input

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school’s mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

<table>
<thead>
<tr>
<th>Indicators for Standard B9</th>
<th>Rating (Please mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B9a Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.</td>
<td>✔</td>
</tr>
<tr>
<td>B9b The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.</td>
<td>✔</td>
</tr>
<tr>
<td>B9c There is evidence that current educational practice is considered in revising curriculum and instruction.</td>
<td>✔</td>
</tr>
<tr>
<td>B9d Curriculum revisions reflect the school’s mission and objectives, and are informed by the results of student achievement.</td>
<td>✔</td>
</tr>
<tr>
<td>B9e Curriculum revisions and changes are made in the context of an overarching curriculum plan.</td>
<td>✔</td>
</tr>
</tbody>
</table>

SSC STEP (i) Indicator Ratings – mark on table above.

SSC STEP (ii) Standard rating – write on table above

SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard. Write here:

B9a
All curriculum development, review and revision in the Senior Secondary School is undertaken with the aim of improving student outcomes and QCE completion rates. The process is overseen by the Senior School Deputy Principals – Sam Porteous (Year 10), Karen Abraham (Year 11) and Robyn Przewloka (Year 12 and School Moderator).

The QCAA provides the school with regular subject and assessment feedback in the form of R2 feedback on work programmes, R3 feedback on Year 11 Authority subject monitoring, R6 feedback on Year 12 Authority subject verification, R10 feedback on study plans, and R12 feedback on Authority Registered subject monitoring. Faculty subject staff meet with the Faculty Head of Department to action this feedback (e.g. changes to work programmes or study plans, adjustments to sequencing, assessment, etc). The Head of Department and Subject Coordinator for Authority Registered subjects also meet with the School Moderator at the end of each year to conduct an internal audit. This audit focuses on curriculum and assessment improvement and evidence is provided to support this. This evidence becomes the basis of the materials required for QCAA external audits of Authority Registered subjects.

Minor curriculum changes within faculties are managed by the Head of Department. Major curriculum changes, such as the introduction of a new subject must follow the school curriculum proposal process.
This involves the Head of Department preparing a written submission that includes: outline of the proposal, target group, benefits of the proposal, problems that may arise, effect on student choices and pathways, staff allocation, professional development, resources – current and required, and how the proposed change will be assessed during implementation. This proposal is then presented to the Senior Schooling Strategic Planning Committee, Senior Leadership Team and School Council for approval. Approval is generally given for changes that will improve the outcomes of students and QCE completion rates.

Any major changes to the senior school curriculum proposed by administration are fully researched and follow a similar approval process. For example, the move from a two year senior to a three year senior and the decision to relinquish our RTO status and concentrate on gaining access to higher level nationally recognised vocational qualifications for our students.

B9b
The school encourages innovation and supports staff to explore new strategies and curriculum. Queensland is currently in a change environment. The QCAA is reviewing all senior syllabus documents in preparation for the introduction of new Senior Assessment and Tertiary Entrance processes in 2018. The school has encouraged and supported staff to attend professional development so that they can become involved in a number of QCAA led projects such as: the Trial Assessment projects in Mathematics B and Biology, Calibration training in Modern History, French and Japanese, and Curriculum Consultation Forums across a range of Authority subjects. The school also encourages and supports staff to be involved in subject monitoring and verification panels. The school currently has 16 staff on panels including one staff member who is the District Panel Chair.

The opportunity to become an Independent Public School brought with it the prospect of introducing the International Baccalaureate Diploma Programme. Prior to this, the IB Diploma Programme was restricted to three state schools in Queensland (Cairns, Mountain Creek and Indooroopilly) and the Queensland Academies. The majority of schools offering the IB Diploma Programme in Australia (82%) are private fee paying schools and equity of access to this quality senior pathway option aligns with our School Philosophy and our desire to offer our students a world-class education.

The school has supported the introduction of the IB Diploma Programme by allocating funds to train staff, purchase the resources needed and undergo the authorisation process. There are currently 46 students enrolled in the Year 10 IB Diploma Preparation Programme and our verification visit is scheduled for June 2016. All of the twenty staff involved have completed their training, the Principal (Paul Bancroft), Year 11 Deputy Principal (Karen Abraham) and Year 12 Deputy Principal (Robyn Przewloka) have all completed Administrator Training. Karen Abraham and Robyn Przewloka have also completed Coordinator Training and work together to coordinate the IB Diploma Programme.

B9c
Evidence of current educational practice can be found in work programmes, study plans, subject outlines, common unit planners and in practice throughout the school. There is a strong emphasis on professional development and renewal at CDSHS. The School Philosophy commits all members of the school to continuous improvement and the most recent School Annual Report indicates that over $167,000 was spent on professional development in 2015. Professional development focuses on current educational practice to inform pedagogy, curriculum and assessment in order to improve the educational outcomes for students. Examples of professional development attended include: Leading a Digital School, Hawker Brownlow Thinking and Learning Conference, QCAA subject specific workshops, Dimensions of Learning, International Baccalaureate Training, and Regional Conference, etc.
The Queensland State Schools Annual Performance Review (APR) process supports the quality teaching and leadership at our school. The feedback provided through the APR process improves staff professional knowledge and builds capacity. The APR focus is on school strategic priorities, faculty priorities and staff individual personal development goals. This process guides individual, faculty and whole-school professional development. The staff commitment to professional development at CDSHS embodies and models our commitment to “the development of active, compassionate, lifelong learners” (School Philosophy).

B9d
At CDSHS, our “teaching staff are dedicated to the delivery of an engaging curriculum that ensures intellectual discipline and academic rigour”. Our “culture of continuous improvement” means that we encourage our “students to strive for personal excellence”. In practice, this means offering our Senior Secondary School students the opportunity to follow a pathway that will provide challenge and success.

Staff use OneSchool (State School Operating System) to prepare Data Placemats for each of their classes. The Senior School data placemat highlights student strengths and areas that need improvement, class priorities and school data targets etc (see Senior School Placemat in 2016 Data Plan) Senior School Evidence B9d - School Data Plan.doc. Students also set subject targets based on their previous results.

The focus of professional development, curriculum revision and assessment review in the Senior School is the improvement of student outcomes and QCE completion. Our challenge is to ensure that our students are engaged in an equitable world-class education that provides them with the certification and results needed to achieve their pathway goals. To do this, we constantly analyse our student data in relation to that of the state. Much of this comparison data is made public on the QCAA website Senior School Evidence: B9d - QCAA Year 12 Outcomes Report 2015.pdf; Senior School Evidence: B9d - QCAA Statistics - Senior Subjects 2015.pdf.

Year 12 data outcomes (subject, school and state-wide) are analysed as soon as they are released (late December/early January) and presented to all staff on the student free days in January. Heads of Department and subject teachers then use this data along with the R6 Year 12 verification panel feedback to review their curriculum and assessment with the aim of improving outcomes for students.

B9e
Curriculum revisions and changes are made in the context of our School Philosophy, School Curriculum Plan, Faculty Annual Implementation Plan (AIP) priorities and the 2016 Strategic Priorities. The Senior Schooling Framework is included in the School Curriculum Plan Senior School Evidence: B9e - Curriculum Plan.doc. This highlights the support that is in place for Senior Secondary School Students to develop their distinct identity and leadership opportunities.

The QCAA Authority subjects (subjects which lead to a Tertiary Entrance Score – OP), QCAA Authority Registered Subjects (vocational subjects) and the IB Diploma Programme subjects offered at the school are listed in the Curriculum Plan. Further information on these subject offerings are provided to parents in the Senior Subject Information Booklet (OP and Vocational Pathway) and the Assessment Policy (IB Diploma Programme students). The Senior Schooling Framework also gives an outline of the SET plan process, the timetable structure for Years 10, 11 and 12 and an explanation of Monday Options Day.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here: Not applicable

SSC STEP (v) Proposals to address poor or non-alignment.
Write here: Not applicable
STANDARD B9 Visiting Team Input

VT STEP (a) Standard rating.
Write here: 4

VT STEP (b) Evidence supporting the rating.
Write here:

Although the QCAA provides the school with the regular subject assessment and feedback requirements as well as audit requirements, the Heads of Department and faculty teams are encouraged to review and revise curriculum programs (QCAA registered and vocational subjects) following a standardised curriculum proposal and approval process.

There is ample evidence of curriculum and co-curricular innovation and change, supported by the Heads of Department and sustained professional development programs as in faculty annual implementation plans, the introduction of the study support or global citizenship programs, sporting excellence or the high participation in music and performing arts.

VT STEP (c) Significant Commendations (if any).
Write here:

The Visiting Team commends:

B9-1: the Heads of Department for faculty leadership of the Data Placemats to highlight students’ strengths and serve as a ready reckoner to students and teachers of improvement needs to increase performance outcomes.

VT STEP (d) Significant Recommendations (if any).
Write here:

None

VT STEP (e) Additional Advice (if any).
Write here:
The school shall have formal processes for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

<table>
<thead>
<tr>
<th>STANDAaD B10</th>
<th>SSC Rating on scale 1 to 4</th>
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<tbody>
<tr>
<td>Write here: 3</td>
<td></td>
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</tbody>
</table>

**Indicators for Standard B10**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B10a</td>
<td>The school has thorough and effective systems for tracking, analyzing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.</td>
</tr>
<tr>
<td>B10b</td>
<td>The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.</td>
</tr>
<tr>
<td>B10c</td>
<td>The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analyzed to support on-going student achievement.</td>
</tr>
<tr>
<td>B10d</td>
<td>Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.</td>
</tr>
</tbody>
</table>

**SSC STEP (i) Indicator Ratings – mark on table above.**

**SSC STEP (ii) Standard rating – write on table above**

**SSC STEP (iii) Analytical summary, with evidence, of alignment with the Standard.**

**Write here:**

**B10a**

Students in the Senior Secondary School are closely monitored – assessment completion, attendance and progress towards QCE achievement. Senior School Teacher Aides are in place to monitor attendance [Senior School Evidence\B10a - Monitoring Attendance.pdf](Senior School Evidence\B10a - Monitoring Attendance.pdf); [Senior School Evidence\B10a - Attendance Letter.doc](Senior School Evidence\B10a - Attendance Letter.doc) and assist at-risk students to complete assessment and the mandatory requirements of the QCE [Senior School Evidence\B10a - Monitoring At Risk Students.pdf](Senior School Evidence\B10a - Monitoring At Risk Students.pdf). Rolls are marked every lesson and parents of students who are absent for homegroup receive an SMS message notifying them of the absence. This is followed up by a phone call if a response is not received. Senior School Teacher Aides provide both in-class and out-of-class support to at-risk students. Student performance and attendance at TAFE, School Based Apprenticeships and School Based Traineeships is monitored by our Industry Liaison Officer [Senior School Evidence\B10a - TAFE Attendance Example.xls](Senior School Evidence\B10a - TAFE Attendance Example.xls).

Progress towards faculty AIP targets and goals are reported at every School Council Meeting [Senior School Evidence\B2a - AIP Update - March 2016.doc](Senior School Evidence\B2a - AIP Update - March 2016.doc). School performance is published on the school website in June each year (School Annual Report), on the Australian Curriculum Assessment and Reporting Authority (ACARA) MySchool website (public website) and on the QCAA website (public website).
B10b
The Year 10, 11 and 12 Deputy Principals regularly monitor achievement and progress towards QCE achievement. This is completed four times each year – April, June, September and November. Parents of students who are not on track to achieve a QCE receive a letter outlining the issues, suggestions on ways to improve performance and are strongly encouraged to make an appointment to speak to the teachers of the subjects concerned. Formal reporting occurs in March (Interim Report), July (end of Semester 1 Report) and November (end of Semester 2 Report). Parent/Student/Teacher interviews are held in March and July.

B10c
Year 12 students who are studying a Tertiary Entrance pathway (OP) are required to sit the Queensland Core Skills (QCS) test. The QCS test is an external exam developed and marked by the QCAA. A student's individual QCS Test result is not used on its own in the calculation of the Overall Position for Tertiary Entrance. It is the group QCS Test results that are used as part of the statistical scaling processes used by the QCAA to calculate the student OP. Students who are studying a Vocational pathway also have the opportunity to sit the test. In most cases, vocational students who choose to complete the QCS Test require a Tertiary Entrance Rank to apply for a TAFE course. The QCS Test result can increase the Rank of vocational students (OP ineligible) as long as they achieve a result higher than an E on the test. Students are involved in a QCS Preparation Program throughout Years 11 and 12.

QCS Test result data has a direct effect on the OP results of the cohort. OP and QCS data is presented to staff and the School Council at the beginning of each year. Analysis of this data has informed changes to the QCS preparation program as well as pedagogy and curriculum sequencing. For example, one of the four tests included in the QCS Test days is a Writing Task. The English faculty has adjusted their curriculum to include preparation and assessment that assists with QCS preparation. As a result, our Writing Task results have improved.

Year 12 outcomes are published on the school website in June each year (School Annual Report), on the Australian Curriculum Assessment and Reporting Authority (ACARA) MySchool website (public website) and on the QCAA website (public website).

B10d
Each year the Department of Education and Training (DET) survey school leavers to determine their post-school destinations. DET then prepares a school specific report which is provided to schools. The report also indicates year-to-year post school destination trends. This information is used to inform curriculum changes and pathway planning, and is presented to staff and the School Council.

Information on Tertiary Entrance is also provided to schools via the Queensland Tertiary Admissions Centre (QTAC) including number of students who have applied for Tertiary Entrance, the courses they have applied for and the University offers that have been made. This information informs QTAC presentations and processes implemented at the school level. Students who wish to apply to QTAC for Tertiary Entrance are involved in a number of presentations given by the Senior School Guidance Officer. They then meet in small groups or individually with the Senior School Guidance Officer before applying to QTAC.

SSC STEP (iv) Analytical summary of non-alignment with the Standard or areas where alignment could be further improved.
Write here:

Build staff data analysis capacity by supporting Professional Development that focuses on a deeper understanding of data analysis.
SSC STEP (v) Proposals to address poor or non-alignment.
Write here: Not applicable
VT STEP (a) Standard rating.
Write here:
3

VT STEP (b) Evidence supporting the rating.
Write here:
The significant range of student profile data that exists in OneSchool records of student performance, attendance and achievement, school Data Placemats and semester assessments is available to all teachers and underpinned by the annual implementation plans across the faculties and whole-school assessment policies.

The Next Steps report post school destination survey data and trends. This information is used to inform curriculum decisions, changes and pathway planning but is still in its infancy in determining the effectiveness of the school’s program. Value adding due to the school’s programs is still to be addressed.

Information on Tertiary Entrance is also provided to schools via the Queensland Tertiary Admissions Centre (QTAC) including the number of students who have applied for Tertiary Entrance, the courses they have applied for and the university offers that have been made. This information informs the processes implemented at the school level. Students who apply to QTAC for Tertiary Entrance are supported by the Senior School Guidance Officer in the course counselling programs.

Staff teams were able to demonstrate the use of data in both their Learning Place and Q drive file stores to inform assessment decisions and reporting processes.

The Visiting Team is confident that the Head of Department and leadership teams will scope further predictive data and analytics to report any gains in student achievement and inform strategic planning processes for measuring the growth of student performance and student outcomes.

VT STEP (c) Significant Commendations (if any).
Write here:
The Visiting Team commends:
B10-1: the eLearning Coordinator working with the Heads of Department for customising the Learning Place and eLearn tools.

VT STEP (d) Significant Recommendations (if any).
Write here:
None

VT STEP (e) Additional Advice (if any).
Write here:
Analysis of former students’ pathways can inform expectations and guidance provided by the school.