

Principal's Sabbatical Report

G.H. Mackle

Gisborne Boys' High School

Term 2-2013

My 2013 Sabbatical Leave was spent in Australia, on the Sunshine Coast.

There are a number of State, State Private, and Independent Secondary Schools from Caloundra through to Noosa, on the Sunshine Coast. I found that for the State Private and Independent Schools, they provided teaching and Learning from Year 0, (New Zealand Year 1), through to Year 12, (New Zealand year 13).

All of the Schools which I visited were Co-educational.

It was unfortunate for my sabbatical leave that I was unable to spend time in single sex boys' schools, as this may have been more relevant to my own school, Gisborne Boys' High School.

Never-the-less, I felt that the two focus investigations which were the basis of my sabbatical leave proposal were more than adequately catered for at the schools I visited.

The two focus investigations which I wanted to "look" at were:

- Senior Student Leadership within the school.
- Professional Learning for Teaching Staff in the School.

For each of these focus areas I developed the investigations further as indicated by the focus questions below.

Senior Student Leadership

- Do Senior Students have a role or responsibility for School Governance?
- Does the School have Prefects and/or a Student Council? How are students selected for this role?
- Does the School provide "training" for Senior Student Leadership role/responsibility?

What is the format/structure of this training?

- Do the Senior Students have a role/responsibility for Student mentoring and/or learning?
- Does the School have a "House" system? What role/responsibilities do Senior Students have in the House system?
- Does the School review and modify any of the above Senior Student Leadership roles/responsibilities on a regular basis?

Professional Development/Learning

- Who is responsible for Professional Learning at the School?
- What is the Structure and Format of Professional Learning?
How does the School monitor/review Teacher Professional Learning/Performance?
Is there a link between Teacher Professional Learning and Teacher Performance Management?
Is there a link between Teacher Performance and Teacher salary?
- What links are there between Professional Learning and the School's Strategic Plan/Vision?
 - ❖ Individual
 - ❖ School
 - ❖ Curriculum based
- What is the cost of Teacher Professional Learning to the School?

The Schools

Good Shepherd Lutheran College. Noosa.

This private independent co-educational College has been open in Noosa since the mid 1980's. It provides Teaching and Learning for boys and girls from Year 0-12, and has a roll of 800 students. The College has undergone considerably modernisation and upgrading of facilities in the last 10 years. The campus is well planned and very spacious with a number of areas for students to relax and enjoy outside recreation. The Principal, Mr Dyer, has been in his role for 4-6 years.

St Teresa's Catholic College. Noosaville.

This Catholic independent co-educational College has been open in Noosaville since 2005. It provides Teaching and Learning for boys and girls from Year 8-12, and has a roll of 650 students. While the campus and the facilities are modern and spacious the Principal, Br. Creevey has serious problems with site/facility development due to the restrictions on land area. This is a major concern as the Queensland Ministry of Education has decided to include Year 7 students as Secondary School students in 2015. The College is expecting another 200-300 more students and at present there is no room to build more Teaching and Learning facilities, or cater for the extra 20-30 new teachers and support staff required for this number of extra students.

The Principal, Br. Creevey has been in the role for 2 years.

Maroochydore State High School. Maroochydore.

This was the oldest school which I visited. As the population of the Sunshine Coast has risen over the last 30 years and other schools have been built, the roll of Maroochydore State High School has stabilised at 1200 students, boys and girls, from Year 8-12. The School is located close to the main business centre of Maroochydore and is on a main road. The facilities are very modern, welcoming, and in line with present day Teaching and Learning pedagogy and programmes.

The Principal, Mar. Jorgenson, has been in the role for 6 years and has considerable experience as a Principal in the Queensland State Education system. In 2012, Mr. Jorgenson was seconded to the Queensland Ministry of Education as a Teaching and Learning auditor. He returned to Maroochydore State High School as Principal at the start of 2013.

Format of this Report

After some thought, I have decided to present this report in the following format.

- I will report on the two focus investigations on the basis of the focus questions for each school/college.
- I will not make any judgements of one College/School against each other on what I learned.
- I will include a section on what I could consider or develop for each focus investigation area for Gisborne Boys' High School.

Good Shepherd Lutheran College. Noosa.

Focus Area: Senior Student Leadership.

Focus Question(s)	What I Learned	Comment
# Do Senior Students have a role or responsibility for School Governance?	<p>There was no Governance role or responsibilities for Senior Students.</p> <p>There was a strong Lutheran Church Governing Body, (College Council), who were made up from appointed Parents and Church representatives.</p> <p>The College Council had Governing tenure of 3 years.</p>	<p>The Principal was surprised that New Zealand Schools allowed students to be members of the Board of Trustees.</p> <p>The discussion that I had about this point was interesting and gave the Principal “food for thought”, while at the same time left him wondering about any positives that could result from Senior Student Governance role.</p>
<p># Does the School have Prefects and/or a Student Council?</p> <p># How are students selected for this role?</p>	<p>There was no Prefect Body.</p> <p>The School had College Captains, boy(s) and girl(s), at Primary and Secondary levels.</p> <p>Each of these College Captains was supported by Cultural Captains and House Captains for each House.</p> <p>Primary 2 -College Captains 2 -Cultural Captains 16 -House Captains</p> <p>Secondary 4 -College Captains 2 -Sport Captains 3 -Cultural Captains 12 -12 House Captains</p> <p>The College Captains play an important role in the Student Representative Council. At both Primary and Secondary Level there is a separate Student Representative Council.</p> <p>After selection as College Captains students are appointed to the Primary and Secondary Representative Council.</p> <p>Selection as College Captains follows from an end of Year 11 and Year 6 Leadership Day.</p> <p>Students self- nominate for consideration as College Captains.</p>	<p>The end result of having these College Captains was a group of students who might be considered as a “Prefect Body”.</p> <p>At Primary- 20 Captains. At Secondary-21 Captains.</p> <p>There was a greater spread of Student Leadership across the College by having this type of structure.</p> <p>The Student Representative Council has different leadership roles and/or responsibilities as Cultural, Academic, Service and Sport Leaders.</p> <p>The selection of the College Captains was very much a College Community process, and ensured that there was maximum consultation and consensus.</p>

	A Peer ballot and Staff ballot identifies those potential Student Leaders for an interview process with the Principal, and Senior Leadership. The Principal collates information and then makes final decision.	The only concern which was expressed by the Principal was the minimal impact that the Primary Captains had on the Student Representative Council.
# Does the School provide “training” for Senior Student Leadership role/responsibility? # What is the format/structure of this training?	<p>There were two specific Leadership programmes held for those Year 11 and Year 6 students who self-nominated for Student Leadership.</p> <p>Y-Lead, a Queensland based Youth Leadership organisation coordinated the first of these. Held as a component of a Youth Conference in the Term 3 holidays in Brisbane. The Y-Lead personnel followed up this Leadership Programme with 2 College based Leadership programmes during the year.</p> <p>A Lutheran Senior Student Leadership conference was coordinated by the Lutheran Church at the start of each year. On-going training and monitoring was provided during the year by Senior Leadership.</p>	Y-Lead and the Lutheran Church were able to coordinate and implement Senior Student Leadership training because of their expertise and ability to provide State conferences to a large number of Student Leaders. As in most Schools in New Zealand the monitoring and support provided during the year was provided by College Staff. The Principal had a major role in this monitoring and support.
# Do the Senior Students have a role/responsibility for Student mentoring and/or learning?	<p>There was a developing Student Mentoring role/responsibility for the Senior Student Leaders. The Principal wanted to extend the present Mentoring programme and embed it into the culture of the College.</p> <p>Senior students were responsible for planning and managing the Friday after school tuition programme which was held in the College Library. As well as teaching Staff, there were Year 12 students who acted as tutors. This extra learning opportunity was well supported by the students and their parents.</p>	I was impressed with the way the Friday after school programme was managed by the Senior Students, and attended by students from all Year Levels. The College Captains were a little worried that they were used to provide a free after school care centre.
# Does the School have a “House” system? # What role or	There were 4 College Houses. Each House had 4 House Captains and another 4 Senior Students as House	While there were a number of College events which were not sport based, (Primary and

responsibilities do Senior Students have in the House system?	<p>Leaders.</p> <p>The House Competition is largely based on Sport. The Principal and the Student Representative Council are considering other competitions which are not sport based.</p> <p>House Captains are responsible for organising and managing the present house Competition. Support is provided by other appointed Senior Student Leaders.</p>	<p>Secondary Drama and stage Production), these types of events had not been modified so as to be included in the House Competition.</p> <p>The Student Representative Council has been given the role of extending the present House Competition to include such competitions as debating, drama, and stage productions.</p>
# Does the School review and modify any of the above Senior Student Leadership roles/responsibilities on a regular basis?	<p>The Student Representative Council are largely responsible for producing the annual College magazine.</p> <p>As part of this role they are also required to review their Senior Student Leadership role and responsibilities.</p> <p>The Principal and Senior Leadership meet with the council to consider the review.</p>	<p>There was a very inclusive implementation and review process for the College Community.</p> <p>Senior Students felt very involved in the decisions regarding their on-going leadership role at the College.</p>

Focus Area: Professional Development/Learning

Focus Question(s)	What I Learned	Comment
# Who is responsible for Professional Learning at the School?	<p>There are 3 aspects to Professional Learning at the College:</p> <p><u>School Based</u>. The Principal and the Senior Leadership are responsible for this.</p> <p><u>Individual</u>. Teaching staff identify their own Professional learning requirements based on interests and professional needs.</p> <p><u>Curriculum</u>. These are largely subject specific panels that meet to plan and develop curriculum Teaching and Learning.</p>	<p>At the College over the last 2 years there has been a Professional Learning focus on gaining accreditation to become an IB Teaching and Learning College. This has required considerable Professional Learning for all Teaching Staff.</p> <p>The College has also moved to put in place Restorative Justice practices. This has also been a major Professional Learning programme for the Teaching Staff.</p>
# What is the Structure and Format of Professional Learning? # How does the School monitor or review Teacher Professional Learning or Performance?	<p>The Queensland Teachers Council requires all teachers to complete a minimum of 30 hours Professional Learning each year.</p> <p>Teachers are required to maintain a Professional Learning portfolio for their individual Professional Learning. This portfolio <u>can</u> be audited every 3 years.</p> <p>There are 3-4 days each year available to</p>	<p>The Professional Standards for teachers was similar to those that are in place in New Zealand.</p> <p>It seemed that the College employed high calibre Teachers who were very professional in their uptake of quality Teaching and Learning as individuals, and as</p>

<p># Is there a link between Teacher Professional Learning and Teacher Performance Management?</p> <p>#Is there a link between Teacher Performance and Teacher salary?</p>	<p>the College for “Student Free Days”. These days are utilised for College wide Professional Learning.</p> <p>Individual teachers are required to participate in a Performance Management System which is based on an annual cycle of Goal setting; Implementation; Evidence collection and collation; Monitoring and Auditing by Senior Leadership and Curriculum Leaders.</p> <p>There are set Professional Standards for all teachers as determined by the Queensland Teachers Council.</p> <p>The College had overall responsibility for maintaining through its formal Performance Management System the Quality of Teaching and Learning at the College.</p> <p>Being an Independent Private College it was able to set its own links between Teacher Performance and Teacher Salary. There was no indication that there was a rigorous link between these two factors, but it may have been there.</p>	<p>a whole staff.</p> <p>I think that this could have been a consequence of being a Private Independent College.</p> <p>The Principal was focused on maintaining the academic quality of the College because in the end this was what Parents paid for.</p>
<p># What links are there between Professional Learning and the School’s Strategic Plan/Vision?</p> <ul style="list-style-type: none"> * Individual * School *Curriculum based 	<p>The College had an extensive Strategic Plan. Some components of this plan were determined by the Lutheran Education Council, but it was set by the College Council.</p> <p>As mentioned above the College had worked towards gaining IB accreditation over the last 2-3 years. This was a very important accreditation, and was a College Goal.</p> <p>The Principal was pleased that after all the work which had been done, this accreditation was achieved for Middle Years IB. The next goal was to become accredited for Senior Years IB. Probably a 2-3 year process.</p> <p>The move towards Restorative practices was another College wide goal.</p> <p>Individual Professional Learning was based on Teacher interests. A number of teachers</p>	<p>The move towards the IB Curriculum determined both College and Curriculum Professional Learning.</p> <p>IB was seen by the Principal as a more appropriate and relevant Curriculum and Teaching and Learning pedagogy.</p> <p>The College was the only one in the area who had taken up IB.</p>

	<p>had taken up a digital animation Professional Learning programme in 2013. Curriculum Professional Learning was focussed on the IB Teaching and Learning. Curriculum panels across specific Curriculum areas formed the basis of the Curriculum Professional Learning.</p>	
<p># What is the cost of Teacher Professional Learning to the School?</p>	<p>Being an Independent Private College, all costs for Professional Learning were borne by the College.</p> <p>There were some targeted and Queensland Education Ministry programmes which could be applied for and were funded outside of the College.</p> <p>Approximately \$70,000 was allocated by the College for all Professional Learning.</p>	<p>There was a definite belief that in order for the College to maintain its standing as a quality Teaching and Learning institution, and thereby its student numbers, the quality of Teaching and Learning had to be continually enhanced through Professional Learning.</p>

St Teresa's Catholic College. Noosaville

Focus Area: Senior Student Leadership.

Focus Question(s)	What I Learned	Comment
<p># Do Senior Students have a role or responsibility for School Governance?</p>	<p>There were two students who were members of the College's Pastoral Board. The role of this Pastoral Board was to provide Strategic advice and support to the Principal and Senior Leadership Team on behalf of Brisbane Catholic Education. This Pastoral Board fulfils all the roles and responsibilities of a Governing Board. There was no indication how the two students were on the Pastoral Board. Judging from the material provided on Senior Student Leadership, I think that self-nominated for this role at the Leadership Camp and then went through an interview process,</p>	<p>It was great to see that at this College Senior Students were able to take up a Governance role.</p>
<p># Does the School have Prefects and/or a Student Council? # How are students selected for this role?</p>	<p>There are no School Prefects. Senior Student Leadership was well developed. For 2013, there was the following Senior Student Leadership: 2 College Captains. Boy and Girl. 2 College Vice Captains. Boy and Girl. 6 Committee Chairpersons for each of 6 College Student Committees. 8 College House Leaders. A Boy and Girl for each of the 4 College Houses. 2 Peer Support Leaders. All in all 20 Senior Student Leaders who made up the College Council.</p> <p>The selection process for the Senior Student Leaders was very rigorous. A Year 11 application, interview, voting and confirmation by Senior Leadership/Principal. Students then selected as Senior Student</p>	<p>Again, the alternative naming of the College Captains and Vice Captains instead of Head/Deputy Head Prefect was really that... an alternative naming. Similarly the College Council was a body of Senior Students who had Leadership roles and responsibilities.</p> <p>The real problem with this process was pointed out to me by the Principal. "Some students find themselves in having to agree to a position that may not have applied for."</p>

	<p>Leaders then make decisions as to which area of Leadership they wish to be leaders in for the following year.</p> <p>In 2014, this process is about to change.</p>	<p>It was interesting to see the varied roles that Senior Students could play.</p> <p>The Committee Chairpersons were leading committees which were based on the Colleges 6 Strategic Goals:</p> <p>Mission; Spirit; Solidarity; Academic; Communication; and Environment.</p>
<p># Does the School provide “training” for Senior Student Leadership role/responsibility?</p> <p># What is the format/structure of this training?</p>	<p>The Principal of the College was experienced and enthused about Senior Student Leadership. He was a driving force behind the training and future directions of Senior Student Leadership at the College.</p> <p>All Senior Student Leaders attended a Queensland based Marist Leadership Forum at the beginning of the year.</p> <p>All Year 11’s participate in a Leadership Camp at the end of their Year 11. Reading the article in the College magazine, I suspect that this was run by the Army, and was very much a physical team building camp. All Year 11 Students apparently loved it!</p> <p>The annual Year 12 Retreat which lasts for 3 days, also provides an opportunity for Year 12 Senior Student Leaders to reflect on their role and responsibilities for Leadership.</p> <p>Because the College had Year Level assemblies once a week, the Year Level Coordinator along with the Student Council had a forum for discussion, input, and planning of College programmes.</p> <p>The College promoted Servant Leadership not only for the Senior Student Leaders, but also for all students.</p> <p>In the words of the College Captains in the College magazine, “ We have endeavoured to create a strong sense of support among the Committees by providing a solid foundation from which they can achieve</p>	<p>The Principal, Br Creevey, was a totally dedicated, and very experienced facilitator of Senior Student Leadership.</p> <p>As well as having new ideas, he was the primary facilitator for the “training” and support of the College’s Student Council.</p> <p>Support for his ideas, and “on the ground” guidance and monitoring was provided by staff that had specific responsibilities for the Committees, Houses, and Peer Support.</p> <p>A Year 12 Dean, called the Year 12 Coordinator had an important role and responsibility for the whole Year 12 Group.</p>

	<p>their goals”.</p> <p>The Principal of the College has made a huge difference and personal contribution to the culture of the College through his energy and enthusiasm for Senior Student Leadership.</p>	
<p># Do the Senior Students have a role/responsibility for Student mentoring and/or learning?</p>	<p>The Academic Committee lead by a Senior Student Leader and supported by a Middle School Leader and a Year 10 Student Leader were responsible for planning and coordinating whole College Academic events such as Book Week, Readers Cup, Debating and Tournament of The Minds. The focus of this committees work was on making academic study enjoyable and fun. The events were based on the Houses and were run as a competition. While there was no formal mentoring programme involving Senior Student Leaders, the interaction between students through the various committees and house competitions ensured that there was on-going relationship building across all Year levels.</p>	<p>The Senior Student leaders were positively active in all facets of the College’s culture. They willingly accepted this role, and were proud of their success in fostering and enhancing the relationships between all students. At all times teaching staff supported the work of the Senior Student Leaders by providing monitoring, guidance and expertise for their ideas and roles.</p>
<p># Does the School have a “House” system? # What role or responsibilities do Senior Students have in the House system?</p>	<p>There were 4 College Houses. Each House had 2 Senior Student Leaders. The House competitions were divided into Senior and Junior divisions. There was an extensive House Competition which covered a very large range of Sporting, Cultural and Academic competitions. All of these competitions were planned and managed by the House Captains with support from the College Sports Coordinator and the other committees as relevant and appropriate.</p>	<p>I was impressed with the very wide range of House Competitions. The Senior Student Leaders really enjoyed this side of their role and responsibilities. Because there was “buy in” from the whole College, the Senior Student Leaders were enthused by their success and were looking for ways to expand the House Competition.</p>
<p># Does the School review and modify any of the above Senior Student Leadership roles/responsibilities on a regular basis?</p>	<p>Yes, as mentioned above the Student Leadership structure was about to change for 2014. * Attendance at Year 11 Leadership Camp would require all Year 11’s to attend. (May) * Year 11’s would be invited to apply for one of the positions of committee, peer</p>	<p>This would be a long process... I think. It would increase the chances of appointing the right Senior Student Leaders to the Committee or group which best suits their interests.</p>

	<p>support, or House Leader. (June)</p> <ul style="list-style-type: none"> * Committee Interviews for the 6 College Committees, Peer Support, House Leaders. 2 Senior Student/Committee. (July) * 22 Senior Student Leaders announced. (August) * Senior Student Leaders invited to apply for the role of College Captains/Vice Captains. (August) * Interviews for these positions.(Sept) * Presentation by applicants to Year 11/12 cohort. (Sept) * Voting by Staff and Students.(Sept) <p>College Captains/Vice Captains announced at special assembly.(Oct)</p> <ul style="list-style-type: none"> * Term 4 Senior Student Leadership team building day.(Oct) 	<p>It would allow for greater input from students and staff for the appointment of College Captains and Vice Captains.</p> <p>It would mean that Senior Student Leaders take up their roles and responsibilities in Term 4, thus allowing support from present Senior Student Leaders, and also freeing these Year 12 senior Student Leaders up for their academic work.</p>
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Focus Area: Professional Development/Learning

Focus Question(s)	What I Learned	Comment
# Who is responsible for Professional Learning at the School?	<p>The College has an Assistant Principal whose responsibility is Teaching and Learning.</p> <p>This Senior Management member works with the Principal and Curriculum leaders to plan and coordinate relevant and appropriate Professional learning for all staff.</p> <p>The overall Professional Learning plan for all teaching staff is based on their individual needs, Curriculum needs and College needs as defined in the annual Strategic Plan.</p>	<p>It seems to me that most if not all schools have a dedicated delegation for Professional Learning to a Senior Leadership member.</p> <p>All schools recognise the importance of Professional Learning within a co-constructed framework.</p>
<p># What is the Structure and Format of Professional Learning?</p> <p># How does the School monitor or review Teacher Professional Learning or Performance?</p> <p># Is there a link between Teacher</p>	<p>For whole College Professional Learning the College has 6 Staff Only days available to utilise.</p> <p>All staff are required to attend 5 of these days at the College for College specific Professional Learning.</p> <p>During each term there were 5 “twilight” Professional Learning forums, mainly utilised for Curriculum based Professional Learning.</p>	<p>These particular focus questions formed the basis of a 2-3 hour discussion.</p> <p>The Principal had set up a system after consulting with teachers which formally documented all aspects of Professional Learning. The “system” was very well documented, and most importantly had been thoroughly</p>

<p>Professional Learning and Teacher Performance Management?</p> <p>#Is there a link between Teacher Performance and Teacher salary?</p>	<p>As in all Queensland Schools, teachers are required to complete a minimum of 30 Professional Learning hours each year. In 2013, Professional Learning was based on:</p> <ul style="list-style-type: none"> * Individual teacher pedagogy * The use of Learning intentions for both teachers and students. * Differentiated Learning in classes and across Curriculums. * Numeracy across the Curriculum which was targeted Professional Learning. * Using “My Learning” software to produce weekly reports for all students covering both Learning Behaviours and Academic progress. There are plans to extend the use of the My Learning software to enable all students to set goals and actions relevant to these weekly reports. <p>All Teachers maintain a Teacher Development Framework portfolio throughout the year.</p> <p>This Portfolio is a written formal record of each Teachers Professional Learning for the year. It has the following components:</p> <ul style="list-style-type: none"> * Annual goals. Teacher needs, Classroom needs, Teacher goals. * Action Plan. 4 sections. Witness, Professional practice, Professional engagement, Professional learning. * Professional dialogue. Completed after annual co-construction meeting with the Principal. * Annual reflections. Completed by teacher before co-construction meeting with Principal. * Professional Learning Log. This is the document which provides evidence of achieving the Professional Standards below. There are 10 Professional Standards set down by the Queensland Teachers Council. Teachers are audited on these by the 	<p>discussed with all teachers.</p> <p>It combined all the elements of Appraisal, (Peer, Curriculum Leader, and Principal), and Attestation, (Queensland Teachers Council).</p> <p>250 Teachers each year for audit did not seem a lot. Over a 5 year registration period for Queensland, this is only 1250 teachers. A lot rested on the Principal and the “system”.</p> <p>The Principal was very worried that all the collegiality, co-construction, and Professionalism developed over the 3-4 years and in particular the last 2 years by himself is going to be lost when, and if, the Performance Pay proposed is bought into Schools.</p>
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	<p>Queensland Teachers Council. The Council audits around 250 each year across all Queensland Schools.</p> <p>A major problem on the horizon is the move to link Teacher Performance to Teacher Salary.</p> <p>This will change the collegial relationship between the Principal and his staff.</p> <p>Teachers will possibly be graded as:</p> <ul style="list-style-type: none"> * Graduate- new teachers. * Developing * Highly Accomplished * Lead Teachers <p>Salary will depend on the grading a teacher has. The grading will be decided by the Principal. There will be different salaries for the different grades.</p>	
<p># What links are there between Professional Learning and the School's Strategic Plan/Vision?</p> <ul style="list-style-type: none"> * Individual * School *Curriculum based 	<p>The College was about to be audited by the Queensland Ministry of Education for its Strategic Planning/Achievement.</p> <p>There was a very comprehensive database of Student Achievement covering the last 3 years, and an equally comprehensive Strategic Plan.</p> <p>The College had to "pass" this audit in order to maintain its accreditation.</p> <p>As a component of this Strategic Plan/Achievement there were formal links to Individual/School/Curriculum based Professional Learning.</p>	<p>This was similar to an ERO review. The big difference, it seemed to me was that it was more like the old Assurance Review. Evidence was not sought on how Teaching and Learning in classrooms was enhancing Student Achievement.</p>
<p># What is the cost of Teacher Professional Learning to the School?</p>	<p>The College charged each student \$100 as a component of its fees for Professional Learning expenses. These expenses were required to cover Relief Teachers.</p> <p>Curriculum panels were important for Curriculum development and moderation.</p> <p>Most Teachers were able to access Professional Learning locally or in Brisbane so there were little travel expenses.</p>	<p>One of our major problems in Gisborne is the cost of Professional Learning outside of the East Coast.</p> <p>A 1 day Professional Learning opportunity can require a teacher to have 2 days off school, and require both travel and accommodation.</p>

Maroochydore State High School. Maroochydore.

Focus Area: Senior Student Leadership.

In the words of the Principal; “In the early 1990’s, this school was a Hell Hole. Its public image was one of a School not to send your children to”.

The work of the present Principal and the previous Principal, to transform the School was a long and very difficult task.

In the end, it was the empowering of students, and the inclusive acknowledgement of Senior Students as leaders in their School, which has brought about a complete change in Teaching and Learning culture. The three different sectors of the School Community, Parents/Staff/Students have worked hard to bring about a remarkable change in what the School “is”, and what Students can achieve and have achieved.

Focus Question(s)	What I Learned	Comment
# Do Senior Students have a role or responsibility for School Governance?	<p>Not on a formal basis.</p> <p>There is a School Council which meets 4 times each year. The School Council has representatives from the Parents, Staff and Students.</p> <p>It is a body which endorses the School’s Strategic Planning.</p>	<p>I think that this “Governing Body” were the leading force in the 1990’s for bringing about the change in the School’s Council.</p> <p>They are very much an “overseeing” body now, but have a comprehensive Strategic understanding of the School and its Teaching and Learning directions.</p>
# Does the School have Prefects and/or a Student Council? # How are students selected for this role?	<p>The Student Council which is made up from Student Representatives across all Year Levels, meets regularly with the Principal and Senior Management to discuss, plan, and initiate all aspects of Teaching and Learning at the School.</p> <p>The Student Council has maybe 50 Students from all Year Levels.</p> <p>Year 12 Students are selected in Term 4 from the Year 11 cohort. After a selection process whereby Senior students self-nominate, fulfil Senior Student Leader criteria, are voted by Year 11’s and Staff, interviewed by Senior Management, and then further interviewed by the Principal.</p> <p>Year 11/10 Students are selected at the start of each year after applying and being interviewed by Student and Staff representatives.</p>	<p>This Student Leadership is very wide ranging and ensures that there is representation across all Year Levels.</p> <p>It would be interesting to sit in on a full Student Council forum or meeting.</p> <p>The succession process from one year to the next would ensure that there is on-going expertise and skills passed on from year to year. It would also ensure that the focus on achieving the various goals of the Committees were achieved or implemented.</p> <p>The Senior Students who were the Chairpersons of each of the 5 Committees had weekly meetings with the Principal and Senior</p>

	<p>Year 8/9 Students are selected at the end of Term 1 after applying and being interviewed by Students and Staff.</p> <p>Once the Student Council is formed, they then are delegated roles and responsibilities on School Committees based on “Service Leadership”. Each Committee has up to 10 members, and is lead by Senior Student Leaders with Senior Management or Staff monitoring and support.</p> <p>The School has 2 School Senior Student School Captains, and 2 School Vice Captains, who have been nominated and voted as School Captains by Year 11 Students, Staff, and Senior Management at the end of the above selection process.</p>	<p>Management.</p> <p>It was obvious that there was excellent communication between the Student body through the Student Council and the Staff and School Council.</p>
<p># Does the School provide “training” for Senior Student Leadership role/responsibility?</p> <p># What is the format/structure of this training?</p>	<p>At the end of each year when the following year’s Year 12 Senior Student Leaders have been appointed a 1 day Leadership course is run by the Year 12 Senior Student Leaders who have finished their term.</p> <p>The 5 Senior Student Leaders along with the 2 School Captains attend the same 3 day, Y-Lead Student Conference as mentioned in the Good Shepherd Lutheran College report.</p> <p>An interesting component of the School timetable was that all Year 12 students have a 4 day/week timetable.</p> <p>The other day of the week, in 2013 it is a Wednesday, is used for off campus Teaching and Learning such as Catering, Marine Studies; much the same as STAR and GATEWAY programmes.</p> <p>The extra day /week is also utilised 2-3 times each term for Senior Leadership training, and Student Council forums/meetings.</p> <p>As well as Y-Lead and Senior Management, local clubs such as Lions, Rotary, Beacon also provide support and mentoring for the Senior Student Leaders and School Council.</p>	<p>The ease of accessing Student Leadership training as provided by Y-Lead was an important part of the training for Senior Student Leaders.</p> <p>It was also great that the Senior Student leaders from the present year were able to provide support and leadership skills to the new Year 12 Senior Student Leaders.</p> <p>The training and support of the Student Council provided by the School along with the Community organisations mentioned was an inclusive form of training, and emphasised the Community connections, which have made a difference to the whole School Culture.</p>

<p># Do the Senior Students have a role/responsibility for Student mentoring and/or learning?</p>	<p>The Principal and Senior Student Leaders were very proud of the of the whole School involvement in supporting a Cambodian Orphanage.</p> <p>This was an annual focus for the Senior Student Leaders, School Council, and the whole School to plan, initiate and carry through.</p> <p>By working together to enable 15-20 students and staff to travel to Cambodia and work in this orphanage, there was a real sense of teamwork, and of supporting the orphans who lived at the orphanage.</p> <p>The Service Clubs involved with the School provided invaluable support for this programme.</p>	<p>The mentoring provided by the Senior Student Leaders was indirect.</p> <p>It was an excellent way for skills and attitudes to be past from student to student.</p> <p>It also meant that each year there would be a body of experienced students across all Year Levels to ensure the on-going success of this programme.</p>
<p># Does the School have a “House” system? # What role or responsibilities do Senior Students have in the House system?</p>	<p>There were 4 School Houses.</p> <p>Each House had 2 Senior Student Leaders, along with a House Committee made up from students from Year 8 through to Year 12.</p> <p>The Houses competed mainly in Sport Competitions, but there were an increasing number of Cultural competitions being initiated by the Student Council.</p> <p>The Student Council were responsible for the planning and managing the House Competitions, with support being provided by Senior Management and Senior Staff.</p>	<p>The structure and coordination of the Houses and the House Competitions was based on the same inclusiveness which was evident in the School.</p>
<p># Does the School review and modify any of the above Senior Student Leadership roles/responsibilities on a regular basis?</p>	<p>The role/responsibilities of the Senior Student leaders and the Student Council were constantly being reviewed by the Senior Student Leaders and the Student Council.</p> <p>The main changes over the last 2 years were in the timing of the appointment of the new Year 8’s to the Student Council</p>	<p>As I expected, once again the review and if necessary modifications to the Senior Student Leadership/Student Council role and responsibilities was driven by the students.</p>

Focus Area: Professional Development/Learning

Focus Question(s)	What I Learned	Comment
# Who is responsible for Professional	The comprehensive School Strategic/Annual Development which is reviewed each year	The experience of the Principal and his skill in co-constructing the

<p>Learning at the School?</p>	<p>and modified as necessary determines the Professional Learning priorities or focus for each year.</p> <p>There is an associated School Improvement Plan which sits alongside the Strategic/Annual Development Plan is based on Student Achievement outcomes and Behaviour outcomes.</p> <p>Responsibility for implementing the Professional Learning required to support the Strategic/Development Plan lay with the Principal, Senior Management, Curriculum Leaders and Individual Teachers.</p> <p>Teaching staff are required to complete a minimum of 30 hours/year Professional learning.</p>	<p>future directions and actions of the School was evident in the Community inclusive documentation.</p> <p>There was a definite “onus of responsibility” delegated to all sectors of the School staff.</p> <p>Monitoring and auditing was a term by term basis.</p>
<p># What is the Structure and Format of Professional Learning? # How does the School monitor or review Teacher Professional Learning or Performance? # Is there a link between Teacher Professional Learning and Teacher Performance Management? #Is there a link between Teacher Performance and Teacher salary?</p>	<p>There was a well-documented format for Professional Learning.</p> <p>All Teaching Staff including the Senior Managers had a Professional Performance Plan.</p> <p>For individual Teachers this was 2 page document which covered:</p> <ul style="list-style-type: none"> * A co-construction conversation between the Teacher and their Curriculum Leader, (The Principal for Senior Managers). * Strengths and Capabilities. * Annual goals linked to School’s Strategic/Development plan. A 3 year “My Teach”, School, Strategic Plan which focussed on Teaching and Learning Practices and Pedagogy. * Term reviews of these goals. * Peer Lesson Observation records and discussions. <p>All Teaching Staff were required to link their Professional Performance Plan to the 10 Teaching Professional Standards as set by the Queensland Ministry of Education.</p> <p>As already discussed there is a move towards linking Teacher Performance to teacher salary. The same grading system is to be applied to all teachers in the State</p>	<p>Australian Schools have moved towards the same type of Performance Management systems which many New Zealand Schools have.</p> <p>The relationship between documenting Professional Learning, and Performance Management is very similar.</p> <p>The major concern for the Principal was once again the possible requirement for him to grade Teaching Staff into 4 grades, thereby setting their salary.</p> <p>The loss of a collegial relationship was a major concern.</p>

	Schools and Independent Schools.	
<p># What links are there between Professional Learning and the School's Strategic Plan/Vision?</p> <ul style="list-style-type: none"> * Individual * School *Curriculum based 	<p>There were 7 "Teaching and Learning Standards of Practice", which were the basis of the 3 Year My Teach Strategic Plan. Each of these Standards of Practice had specific Teaching and Learning practices for staged implementation over a 3 Year Period.</p> <p>The Teaching and Learning practices were across Individual, Curriculum, and School practices, and as such were a component of every teacher's Professional Performance Plan.</p>	<p>There was a clear link between the School's Strategic Plan and the Professional Learning expected and required of Teaching Staff. The Principal was the obvious leader of this link and the subsequent actions for each teacher which followed on.</p>
<p># What is the cost of Teacher Professional Learning to the School?</p>	<p>\$70,000 plus Teacher Relief costs were provide by the State Government.</p>	<p>Once again the benefit of being located in a region which enabled Professional Learning without the additional costs of travel, accommodation, and 2x Teacher Relief costs was important in allowing/requiring Teachers to participate in extensive Professional Learning.</p>

Senior Student Leadership.

What Have I Learned?

The role and the responsibilities which Senior Students play and assume as School Leaders, is critical in defining, promoting and developing the Culture of a School.

By ensuring that they are included in the co-construction of Strategic Planning and Development of all facets of Teaching and Learning, there is a very clear and always positive “payback”, not only from these Senior Student Leaders, but also from all students, staff, and community.

The greater the input from Senior Students and Students at other Year Levels, the more significant is their contribution to School Teaching and Learning Culture.

Senior Student Leaders have skills and qualities which can be focussed and utilised to provide positive inclusiveness of all students in the day to day life of the School provided that they are given the opportunities to use these.

All of the Colleges/Schools which I visited had School Captains, not Prefects. Maybe the designation of Prefect is outdated, and does not do justice to modern day Senior Student Leaders. This is a difficult change to make as Prefects are very much a historical designation for many older Schools who have always had Prefects.

There are some critical factors in ensuring the success of Senior Student Leadership:

- There must be a very clear and widely communicated process of selection.
- All sectors of the School Community, Students, Staff, Senior Management, Principals, and Parents should be involved in this selection process.
- Clear expectations and guidelines must be communicated to Senior Student Leaders.
- Initial and on-going training must be provided.
- Monitoring and support must be put in place by Principals, Senior Management, Senior Teachers and Community Organisations.
- Succession training and processes should be a component on Senior Student Leadership. By including Junior Year Levels, there is both succession planning and greater inclusion of the Student body in leadership.
- Community recognition of Senior Student Leaders for their successes and achievements must be in place.

How Can I Apply This To Gisborne Boys’ High School ?

- The process of selection as Senior Student Leaders needs to be better communicated to all students Year 9 to Year 13. At present the Year 12 and 13 students know about the process in place for selection of School Prefects. They also know how the Head Prefect and Deputy Prefect(s) are selected. The Year 9-11 students know that Gisborne Boys’ High School has a Senior Student Leadership team, Prefects, but I doubt whether they understand how these Senior Student leaders are selected.

- By involving all sectors of the School Community particularly the Year 9-11 students the Prefects selected will have a positive inclusive visibility, role, and responsibilities.
- Senior Management, and Staff do not really own the process as a group. Their involvement is a crucial factor.

While there is relevant discussion at a Senior Management level, the input from Staff is limited at the moment to voting on possible Prefects.

- There needs to be a formal statement for Senior Student Leaders on what their role and responsibilities. This statement needs to be co-constructed with the Year 12 cohort, and with the Senior Student Leaders. Should it be done before or after the Senior Student Leaders are selected? It would be better to start with a review of the Senior Student Leaders of their roles and responsibilities.
- The level, and the frequency, of support and monitoring needs to be increased. The very real problem here is finding an appropriate time to put this support and monitoring in place, particularly for the Senior Student Leaders. These young men tend to be heavily committed to a huge range of academic and co-curricular activities. While some relationship with Community Organisations already exists, we should look to extend this.
- The inclusion of Junior Student Leaders from Year 9 -11 is an area which can quickly be addressed. At present, Year 9 and 10 Students are selected as Jubilee Scholarship recipients. There is a very inclusive selection process for these Jubilee Scholarships. Year 12 students are able to opt into the Year 12 Leadership Programme. By including Year 9,10,12.and 13 Student Leaders in a Student Council type structure in any one year we would have the following composition for a Student council:

Year 13	20 School Prefects including Head Prefect and Deputy Head Prefect(s).
Year 12	Self nominated Year 12 School Leaders.
Year 11	Previous Year's, Year 10 Jubilee Scholarship recipients.
Year 10	Previous Year's, Year 9 Jubilee Scholarship recipients.
Year 9	Self Nominated Year 9 Students at the end of Term 1 or 2.

It will be important to ensure that there is on-going training and support for all Year Level Student Leaders.

The above Student Council structure would ensure that there is formal succession in place for future years.

The size of this School Council may be too large, in which case it is probably a reality to reduce it in size by having 4-5 representatives from each Year Level's Student Leaders elected by the group as a whole.

- School Community acknowledgement and recognition needs to be carefully thought through. The whole School Community, particularly the students need to be involved in this discussion and there needs to be agreement about the exact form that acknowledgement and recognition is.

Professional Development/Learning

What Have I Learned?

- Professional Standards for Teachers are well documented and accepted by the Teachers in Queensland. While the number of Professional Standards varies from New Zealand they are focused on Teaching and Learning.
- Performance Management is widely accepted and implemented in Queensland Schools.
- Professional Learning documentation, which includes links to the Professional Standards, Professional Learning, and the School's Strategic Plans are utilised to "store" relevant Professional Learning, lesson Observations, Feedback from these observations, Individual, Curriculum, and School Goal and reflections.
- The link from Teacher Performance Management and Salary is coming. Principals have the same concerns about the loss of collegiality among staff and themselves when they will be required to grade individual teachers.
- The allocation of Professional Learning resources is much better targeted on the actual Professional Learning rather than additional expenses such as travel, accommodation, and teacher relief, because of the geographical closeness of the Schools and Professional Learning Centres.

How Can I Apply This To Gisborne Boys' High School ?

- Because Gisborne Boys' High School is a Phase 5 Te Kotahitanga School, there is a very close link between Professional Learning as relevant to Teaching and Learning for individual teachers in classrooms, and the New Zealand Teacher Professional Standards.
- The extension of Professional Learning relevant to Curriculum and School Strategic Planning Goals is also well developed in comparison to the Schools I visited.
- Curriculum moderation practices and opportunities with respect to NCEA are equally important at Gisborne Boys' High School, but much more expensive.
- The development of Professional Learning Portfolio's for each Teacher performs the same function as the Performance Management documentation that was evident in all of the Schools I visited.
- While Gisborne Boys' High School sets aside around \$70,000 for Professional Learning because of our geographical location, a larger than necessary proportion of this budget is "wasted" on travel, accommodation, and extra Teacher Relief costs. It would be nice for "someone" to acknowledge these extra costs and for Schools such as Gisborne Boys' High School to receive extra resourcing. I am going to produce a document showing this fact. I am sure that there are many other schools in New Zealand in the same situation.

All in all, for this focus area of my Sabbatical Report, I think that for Gisborne Boys' High School this was confirmation and affirmation that we are moving along the same pathway. In many respects Gisborne Boys' High School is further along the pathway.

Having walked into a 3 Year ERO Review, 4 weeks after returning to School, I feel that the 3 Year Review is a much better way for an external review agency, ERO, to ascertain the value of Teaching and Learning at Gisborne Boys' High School, and maybe all Schools.

The ERO review was more comprehensive and of more value to Gisborne Boys' High School than the Assurance Type Audit which is carried out in the Schools I visited.

Summary

I need to thank the Principals, Office Staff, Senior Management, Teachers and particularly the Senior Students at the 3 Schools that I visited.

In a few words, they could not have been more welcoming, openly communicative, and after School had finished on a Friday, collegial, once such mundane things as, (rugby, netball, basketball, rugby league, and cricket), had been thoroughly dissected.

The value of my Sabbatical Leave for myself and my wife was immense both in terms of recharging the batteries, but also in terms of my own Professional Learning in a way which gave me time to think, collate and ask the right questions.

My focus on returning will primarily be on Senior Student Leadership at Gisborne Boys' High School. It was nice to have a number of Professional Learning practices and programmes affirmed.

G.H. Mackle