

# Charleville State High School

## Executive Summary





## Acknowledgment of Country

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

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





## Contents

1. Introduction .....	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders .....	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Charleville State High School** from **10 to 12 March 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

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

### 1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Cameron Hodges	Internal reviewer
Raelene Fysh	External reviewer



## 1.2 School context

<b>Location:</b>	Corner of Partridge and Hunter Streets, Charleville	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	246	
<b>Indigenous enrolment percentage:</b>	29 per cent	
<b>Students with disability enrolment percentage:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	12.2 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	20.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	907	
<b>Year Principal appointed:</b>	2020 – acting	
<b>Significant partner schools:</b>	Charleville State School, Charleville School of Distance Education (SDE), St Mary's Catholic Primary School Charleville, Augathella State School, Morven State School, Wyandra State School	
<b>Significant community partnerships:</b>	Charleville and Western Areas Aboriginal and Torres Strait Islanders Community Health (CWAATSICH); Deadly Choices; Murweh Shire Council; Harmony, Opportunity, Pride and Empowerment (HOPE) project; Charleville Cluster of 13 schools; Charleville Returned and Services League of Australia (RSL); Goolburri; Beyond the Broncos	
<b>Significant school programs:</b>	Directed Reading and Thinking Activity (DRTA), Words their Way, MultiLit, Levelled Literacy Intervention (LLI), Positive Behaviour for Learning (PBL), Tradies Club, Homework Club, Drumbeat, Girls Group	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, three Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), 17 teachers, administration officer, Youth Support Coordinator (YSC), Industry Liaison Officer (ILO), chaplain, two schools officers, four teacher aides, 34 students, six parents, tuckshop convenor, Community Education Counsellor (CEC) and Parents and Citizens' Association (P&C) president and vice president.

Community and business groups:

- Representative of the HOPE program, community member, representative from CWAATSICH and representative from Deadly Choices.

Partner schools and other educational providers:

- Deputy principal of Charleville State School and Roma Centre for Learning and Wellbeing (CLAW).

Government and departmental representatives:

- Mayor of Murweh Shire Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Professional development plans	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	School inclusion improvement plan 2020
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Headline Indicators (October 2019 release)	School based curriculum, assessment and reporting framework
Cluster Diverse Learners Program Teacher Handbook	Report card and NAPLAN update Semester 1 2019





## 2. Executive summary

### 2.1 Key findings

**School community members appreciate the opportunity to spread the great news of the school.**

The school has a range of partnerships to support student learning and wellbeing, through active connections with local businesses, community support agencies, local sporting organisations, schools, and other education and private Registered Training Organisations (RTO).

**The school leadership team shares a united belief that data-informed teaching will lead to improvement in student outcomes.**

School leaders model the use of data in tracking student progress through attendance, behaviour and academic achievement utilising year-specific data walls.

**All teachers complete a data placemat for each class in Term 1.**

This placemat is used to record student performance in previous Level of Achievement (LOA), National Assessment Program – Literacy and Numeracy (NAPLAN) performance, and diagnostic performance in reading. Teachers then group students according to their previous performance and record specific differentiation strategies for each student.

**The principal and staff demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, parents and the community.**

Students speak highly of the teachers and the level of support across the school. Some staff and students indicate varying understanding of the behaviour requirements and expectations, and articulate a degree of inconsistency by teachers regarding enforcing the agreed expectations. Some staff and parents articulate a need for greater consistency, clarity and communication with regards to behaviour.

**The principal and all staff members are dedicated to improving learning outcomes for all students.**

School leaders articulate clear beliefs for teaching and learning. Expectations for behaviour, engagement and attendance are communicated at assemblies and in school newsletters. The principal has collaboratively developed a strong Explicit Improvement Agenda (EIA) for the school. A one-page visual of the EIA, The Charleville High Way 2020, is displayed in many areas throughout the school. The school administration team acknowledges the need to further develop and implement Quality Assurance (QA) practices to guide the implementation of all school initiatives leading to improved student learning outcomes.



**The school leadership team recognises that highly effective teaching is the key to improving student learning.**

Teachers acknowledge the value of a continuing focus on teaching practice to improve engagement and learning outcomes for students. Some teachers speak with confidence regarding their personal use of the elements of Explicit Instruction (EI) to inform their everyday practice. Teachers indicate they would value feedback to improve their practice.

**School leaders focus energy and attention on priority curriculum areas and the development of locally relevant curriculum that responds to the needs of all students.**

They are committed to providing a range of in-school and extracurricular offerings. Curriculum planning in Year 7 to Year 10 is aligned to the Australian Curriculum (AC). A whole-school curriculum plan is published. Leaders have developed year/band plans for all subject areas. General capabilities and cross-curriculum priorities are yet to be addressed. Assessable elements and achievement standards are yet to be identified.

**Teachers articulate commitment to engaging every student in learning opportunities appropriate to their levels of readiness, needs and interests.**

School leaders express their desire to support teachers to further establish classroom practices to differentiate learning experiences to meet the needs of the full range of students. The school acknowledges that literacy is the key to student success, with reading, writing, spelling and vocabulary each being important aspects. Staff members articulate a perceived need for additional evidence-based programs to effectively meet the identified literacy needs of students.

**The school administration has made a commitment to staff for consistency, clarity and communication in all aspects of school operations.**

The efforts of a professional, dedicated and capable teaching and non-teaching staff are contributing to improvements in NAPLAN and School-wide Evaluation Tool (SET) behaviour data. A range of professional learning opportunities is offered to all members of staff throughout the year with a professional learning plan developed.

**Indigenous students are well supported to help maximise their educational outcomes.**

School support staff engage with individual students, community Elders, families, and other members of the school support team to facilitate specific programs for students, support the transition of primary school students, and undertake home visits. The Community Education Group meets regularly to provide input to school leaders on supporting Indigenous students.





## 2.2 Key improvement strategies

Collaboratively refine school approaches to student behaviour and engagement, with an emphasis on gaining understanding and commitment from staff and consistency of implementation.

Develop and implement QA practices to guide lines of sight for the effective implementation of all school initiatives.

Collaboratively develop and implement whole-school processes for observation and feedback, mentoring and coaching to support all teachers to improve their teaching practices.

Audit curriculum documents across Years 7 to 10 to ensure coverage of all aspects of the AC.

Review the scope of current literacy and numeracy intervention strategies to cater for current and emerging student learning needs.