

Charleville State High School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Charleville State High School** from **11 to 13 October 2023**.

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

1.1 Timelines and next steps

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

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

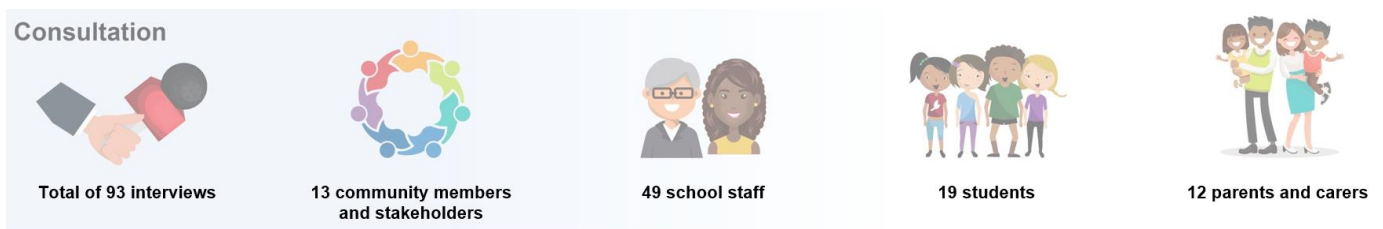
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Scott Medford	Internal Reviewer, SRR (review chair)
Louise Wilkinson	Internal Reviewer
Helen Jamieson	Peer Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Bidjara We acknowledge the shared lands of the Bidjara nation and the Bidjara people of the Bidjara language region.
Education region:	Darling Downs South West Region
Year levels:	Years 7 to 12
Enrolment:	223
Indigenous enrolment percentage:	38.2%
Students with disability percentage:	34.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	876

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **10 to 12 March 2020**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2020 review was identified as 907 and the school enrolment was 246 with an Indigenous enrolment of 29% and a student with disability enrolment of 20.3%.

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

- Collaboratively refine school approaches to student behaviour and engagement, with an emphasis on gaining understanding and commitment from staff and consistency of implementation. (Domain 3)
- Develop and implement Quality Assurance (QA) practices to guide lines of sight for the effective implementation of all school initiatives. (Domain 1)
- Collaboratively develop and implement whole-school processes for observation and feedback, mentoring and coaching to support all teachers to improve their teaching practices. (Domain 8)
- Audit curriculum documents across Years 7 to 10 to ensure coverage of all aspects of the Australian Curriculum (AC). (Domain 6)
- Review the scope of current literacy and numeracy intervention strategies to cater for current and emerging student learning needs. (Domain 7)

2. Executive summary

2.1 Key affirmations

Leaders aspire to provide learning and career pathways for students.

Leaders, teachers and community members communicate a deep personal investment to see students engage in learning opportunities and have successful pathways for their future. There is genuine commitment to improving teaching practice and school-wide expectations for lesson delivery. Leaders articulate a shared belief that all students are capable of learning when provided with appropriate learning opportunities and tailored supports.

The school is considered by many as an integral part of the local area.

Students and staff actively participate in many annual community events. Leaders describe their strong working partnership with Queensland Health's Harmony, Opportunity, Pride and Empowerment (HOPE) Program. Evolving over several years, they have assisted in the development of multiple initiatives to support students' career and life skills development. One of these includes a successful South West Careers Expo; another is the Youth Council, which is held once a term in the local council chambers with the mayor and council representatives. A number of targeted student wellbeing programs are conducted by the school and external agencies, including Beyond the Broncos, Deadly Choices, Peer Skills workshops, Tradies Club and a number of programs coordinated through Charleville and Western Areas Aboriginal and Torres Strait Islanders Community Health (CWAATSICH).

Student support services are extensive and are supported by a range of specialist staff.

The school provides funding to support student support services roles, which are highly valued by staff, students and parents. Support staff include a chaplain, Youth Support Coordinator (YSC), Beyond the Broncos representative, a School Based Youth Health Nurse (SBYHN), a social worker and a Community Education Councillor (CEC). The GPs in Schools program is also in operation. An Industry Liaison Officer (ILO) is employed to oversee School-based Apprenticeships and Traineeships (SATs) and develop links with local industry partners. Leaders express their support for the credo stated in the Inclusion Improvement Plan. They agree that all students have the right to access a comprehensive and personally rewarding education.

Community stakeholders express optimism for the school's future.

Community members and some parents articulate pride in the school and express optimism for the new principal and leadership team. Staff communicate a commitment to supporting all students and their academic and wellbeing needs. A number of students convey awareness and appreciation for the efforts and support teachers provide. Many students communicate that the school is inclusive and supportive of all students and their needs.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Create a working party comprised of staff representatives to collaboratively engage with the Explicit Improvement Agenda (EIA) to build shared understanding and ownership of prioritised actions.

Build the instructional leadership capability of leaders to lead strategic portfolios focusing on building staff capability to improve enactment of school priorities.

Domain 3: A culture that promotes learning

Collaboratively review the Student Code of Conduct, ensuring it incorporates high expectations, consistent systems and processes, and pre-conditions for learning in order to cultivate an orderly learning environment.

Domain 8: Effective pedagogical practices

Collaboratively review the whole-school approach to pedagogy to further develop teachers' deep understanding of the expectations for the effective implementation of Explicit Instruction (EI) as a predominant pedagogical practice.

Domain 5: An expert teaching team

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

Domain 6: Systematic curriculum delivery

Prioritise systematic collaborative planning time for leaders and teachers to support building their knowledge and skills in planning engaging curriculum from Years 7 to 12.