School Improvement Unit
Report

Chinchilla State High School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Chinchilla State High School from 20 to 22 April 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	7 Tara Road, Chinchilla
Education region:	Darling Downs-South West Region
The school opened in:	1963
Year levels:	Year 7 to Year 12
Current school enrolment:	658
Indigenous enrolments:	9 per cent
Students with disability enrolments:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	975
Year principal appointed:	9 July 2012
Number of teachers:	44.1 (full-time equivalent)
Nearby schools:	Chinchilla State School, St Joseph's Catholic Primary School, Brigalow State School.
Significant community partnerships:	STEM Partnership with QGC /Queensland Museum /University Queensland (UQ), Agriculture with Landcare, Local chaplaincy committee, Chinchilla State School, Rotary with student Interact club, Chinchilla netball association.
Unique school programs:	'Booked for Lunch' program, Interact club, Indigenous students academy and High Performance Centre, Try Trades Program, UQ Young Achievers program, Show Cattle Judging, Touch and Netball Development Squad programs, Dance Troupe, Cadets.

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    o Principal and two deputy principals

    o Six Heads of Department (HOD)

    o Head of Special Education Services (HOSES)

    o Master teacher

    o 42 teachers and four support staff members

    o Business Services Manager (BSM)

    o Three administration officers

    o 20 student leaders and 15 other students

    o Tuckshop convenor and assistant

    o Parents and Citizens' Association (P&C) president

    o 10 parent and/or community members

    o Two principals of primary feeder school

    o Guidance officer

    o School chaplain, youth support coordinator, school-based youth health nurse

1.4 Review team

Denise Kostowski	Internal reviewer, SIU (review chair)
Ian Miller	Peer reviewer
Graham Trevenen	External reviewer

2. Executive summary

2.1 Key findings

- The school ethos reflects a school-wide commitment to purposeful, successful learning.

- The school leadership team is committed to ensuring that all students in the school experience success. There is commitment by staff members to the wellbeing and learning for each student. Building and maintaining positive and caring relationships between staff members, students and parents is seen as a high priority. The school has clear expectations for how students should behave and interact with one another.

- The school communicates clearly that it expects all students to be successful learners and has high expectations of student attendance, engagement and outcomes.

  A focus for staff members is using the school pedagogical framework to engage students in learning and improve outcomes. A school-wide expectation of students, setting individual targets in all subject areas and identifying learning strategies to achieve these targets is developing. A target has been set of 92 per cent attendance for all students. Currently staff members are enacting this expectation in different ways.

- The school has adopted The Dimensions of Teaching and Learning as the pedagogical framework.

  Staff members recognise Explicit Instruction: Effective and Efficient Teaching (Archer and Hughes, 2011)[1] as the espoused pedagogical approach. To assist staff members in adopting consistent pedagogical practices, the school has a focus on developing staff skills in Explicit Instruction through the *Good to Great* team and has provided professional development to staff in the Essential Skills of Classroom Management (ESCM). This program is well supported in the school.

- The leadership team see the development of staff members into an expert and coherent teaching team as central to improving outcomes for all students.

  The school *Good to Great* team is focused on developing staff skills in the implementation of the Anita Archer Explicit Instruction model. A small group of ten volunteers initiated the project in 2015. The success of this initiative is reflected in the voluntary group expanding to 40 staff members committed to this group in 2016. The model of delivery for the *Good to Great* project is a mixture of professional development sessions, modelling and peer observations of practice, followed by

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[1] Archer, A. L. & Hughes, C. A. (2011) *Explicit instruction: Effective and efficient teaching*. Guilford Press

feedback. Members of the initial group report improved student engagement and increased student outcomes in classes using these techniques.

- **Junior secondary reading improvement is one of two school priorities.**

   The junior secondary reading curriculum is based on the models of Question,Answer,Response (QAR) and Skim, Connect, Organise, Reflect and Expert (SCORE). Dedicated reading lessons are allocated across Year 7 to Year 9 classes. The delivery of this priority area is reliant on the small number of dedicated reading teachers. The reading improvement agenda is yet to be fully developed.

- **The school is implementing a process of students setting purposeful and aspirational learning targets for each subject.**

   Staff members and students collaboratively develop individual student learning targets, identify strategies to meet the target and design individual student improvement plans. Staff members complete a school Faculty Levels of Achievement Monitoring Plan (FLOAMP) tool for each class. The intent of the FLOAMP process is to increase student achievement levels and support students at risk. Staff members indicate support for this process, its implementation is inconsistent. Concerns have been expressed regarding publishing this data in the classroom.

- **The school leaders explicitly encourage teaching staff to tailor teaching to student needs and readiness.**

   The school expectation is that staff members engage in the analysis of student data to determine student starting points for learning. The Differentiation Analysis Tool (DAT) has been developed to identify students requiring differentiation, including high achieving students. The tool requires staff members to plan strategies in the areas of content, process, product and environment. To effectively complete the DAT staff need to engage with student data on OneSchool. Staff members acknowledge that they have varying levels of data literacy skills and knowledge of appropriate teaching strategies to address differentiated student needs. Staff members have expressed concern regarding the challenge of accessing data.

2.2 Key improvement strategies

- Review the implementation of the teaching of reading, with a view to consider how this improvement agenda can be delivered across all classes to maximise student learning growth.

- Review and refine the implementation of the Differentiation Analysis Tool to sharpen the process to ensure consistent practice across the school.

- Develop staff members' capability to effectively differentiate pedagogical practices to meet individual student needs.

- Review the process for staff members and students working together to set purposeful and aspirational learning targets to ensure consistency of practice.