# Chinchilla State High School

## Executive Summary



# Education Improvement Branch

Queensland Government

## 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.

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# 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Chinchilla State High School** from **2** to **4 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 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

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| Cameron Hodges | Internal reviewer, EIB (review chair) |
| Alan Smith | Internal reviewer |
| Graham Trevenen | External reviewer |

## 1.2 School context

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|---|---|
| **Location:** | Tara Road, Chinchilla |
| **Education region:** | Darling Downs South West Region |
| **Year levels:** | Year 7 to Year 12 |
| **Enrolment:** | 609 |
| **Indigenous enrolment percentage:** | 11.7 per cent |
| **Students with disability:** | **Education Adjustment Program (EAP) percentage:** 5.4 per cent<br>**Nationally Consistent Collection of Data (NCCD) percentage:** 13.9 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 941 |
| **Year principal appointed:** | 2019 |
| **Significant partner schools:** | Chinchilla State School, St Joseph's Primary School, Brigalow State School, Kogan State School, Warra State School |
| **Significant community partnerships:** | Department of Employment, Small Business and Training, Bringing Employers and Schools Together (BEST) Group, Chamber of Commerce, Western Downs Regional Council, Vocational Training Queensland (VTQ) – Youth Justice at Risk programs, Broadspectrum, Police Liaison Officer (PLO), Queensland Minerals and Energy Academy (QMEA), Leichhardt House student hostel, Future Makers – Queensland Museum and Queensland Gas Company (QGC), Beyond the Broncos, MIGAS, Returned and Services League of Australia (RSL), Apex Australia, Lions Club of Chinchilla, Rotary Club of Chinchilla, Scripture Union, Cup of Kindness |
| **Significant school programs:** | Instrumental music program, dance troupe, public speaking and debating, Beyond the Broncos, Science, Technology, Engineering and Mathematics (STEM) programs QMEA, BEST program, Blue Dog Training, Aurora Training Institute, School-based Apprenticeships and Traineeships (SATs), Taste-a-trade program, tutoring in English and mathematics after school, sporting teams – regional, student wellbeing LGBTQIA, girls group – social program, chaplaincy |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), nine Heads of Department (HOD), Business Manager (BM), 28 teachers, seven teacher aides, chaplain, youth support worker, guidance officer, 63 students, School-Based Youth Health Nurse (SBYHN), five cleaners, two facilities officers and three administration officers.

Community and business groups:

- Chinchilla Chamber of Commerce Industry BEST Group Chair, BEST Group Department of Employment, Small Business and Training, Broadspectrum, Scripture Union and Parents and Citizens' Association (P&C) president and vice president.

Partner schools and other educational providers:

- Principal of Chinchilla State School.

Government and departmental representatives:

- Councillor for Western Downs Regional Council, State Member for Callide and ARD.

## 1.4 Supporting documentary evidence

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|---|---|
| Annual Implementation Plan 2019 | Strategic Plan 2017-2020 |
| Investing for Success 2019 | School Data Profile (Semester 1 2019) |
| School newsletters and website | 2019 Disability and Inclusion School data |
| OneSchool | School budget overview |
| Staff Meeting Planner 2020 | Curriculum planning documents |
| School pedagogical framework | School differentiation planner |
| School Opinion Survey 2019 | Professional development plans |
| School data plan | Headline Indicators (October 2019 release) |
| Responsible Behaviour Plan for Students 2019 | Report card and NAPLAN Update Semester 1 2019 |
| School based curriculum, assessment and reporting plan | |

## 2. Executive summary

### 2.1 Key findings

**The school leadership team and school staff members are united in the belief that all students are able to learn through the provision of appropriate support provisions and a safe and supportive learning environment.**

Students display a strong sense of belonging to the school. They speak positively of the school and the range of support and opportunities available. Parents and school partners express the belief that the school develops students well for a successful transition into the broader community.

**Teachers recognise the need for differentiated teaching to effectively address the learning needs of individual students.**

Teaching staff members understand the importance of differentiation as a means of engaging students in learning and supporting strong learning outcomes. Teachers and leaders articulate commitment to engaging every student in learning opportunities appropriate to their levels of readiness, needs and interests. Teachers demonstrate commitment to inclusion.

**The school has a detailed and comprehensive process to manage and track student performance.**

School leaders indicate that this process is central to improving student learning outcomes. The school has established practices to monitor student wellbeing. This includes regular checks and analysis of attendance data and other information to ensure students' welfare and resilience are maintained. A high priority and level of resourcing is placed on student wellbeing by the school.

**School leaders, staff members, parents and school partners express support and optimism regarding the school's future direction.**

Teaching staff express that there are a number of key improvement agendas. Many teachers identify the key Explicit Improvement Agenda (EIA) as the setting of high expectations for the student body. The current EIA is yet to be fully understood by staff members. The school leadership team acknowledges that a narrower improvement agenda is required.

**Staff members indicate a high level of confidence that the school leadership will develop and enact an appropriate EIA.**

The school leadership team is united in improving student outcomes and wellbeing. The roles and responsibilities of the school leadership team are clearly documented. The specific role of all leaders in monitoring the Annual Implementation Plan (AIP) is yet to be finalised. School leaders acknowledge a need to further develop Quality Assurance (QA) and monitoring capabilities and view this as a priority.

**School leaders acknowledge the importance of instructional leadership within the school.**

The leadership team indicates that improvement in instructional leadership capacity within the school is essential for the school to develop**.** Most teachers express a desire for the instructional leadership capability of all staff including all members of the leadership team to be enhanced. School leaders express a willingness to develop their capabilities in assisting fellow staff members to achieve school targets.

**The school is committed to providing an extensive and highly engaging curriculum to meet the diverse needs of all students at the school.**

Students, staff members and parents commend the extensive range of subject offerings. The school focuses energy and attention on systematic curriculum delivery. To foster consistency in planning, a series of templates is provided by the school, including year/band plans and unit plans. School leaders acknowledge the need to develop systematic processes to quality assure the alignment of the Year 7 to Year 10 curriculum and its enactment in classrooms.

**School leaders express a shared belief that research-validated pedagogy creates high quality teaching that improves student performance and develops more successful learners.**

The leadership team recognises that a common, consistent, collaboratively developed and research-validated approach to teaching and learning is vital to ensuring that the learning outcomes for all students are maximised. Some staff members articulate the need to revitalise the school's agreed pedagogical framework. School leaders identify that a review of the current framework is required to ensure clarity and precision regarding expected practice.

**The school has a range of partnerships to support student learning and wellbeing.**

These partnerships have been developed through active connections with local businesses, significant local employers, community support agencies, schools and other education and private Registered Training Organisations (RTO). The school leadership team actively seeks partnerships that focus on improved student outcomes, improved student wellbeing and employment pathways. The school is an active participant in Chinchilla Bringing Employers and Schools Together (BEST) focused on industry partnerships leading to improved student employment outcomes. Three significant programs delivered by BEST include soft skills workshops, Ignite the Skills tour and an annual graduation ceremony. Students express appreciation for this and other opportunities.

**Parents and Citizens' Association (P&C) executive members fully support the principal in leading the school improvement agenda.**

The P&C works closely with the school leadership in identifying projects that support all students in the school. The P&C operates the uniform store and tuckshop. Funds raised in 2019 benefited students and the school and included supporting the purchase of a new sound system for the new school hall and resurfacing of the floor in the H Block Hall.

## 2.2 Key improvement strategies

Collaboratively develop, implement and quality assure a precise EIA aligned to the school's strategic direction.

Collaboratively develop processes to engage school leaders in driving, monitoring and evaluating EIA implementation at the classroom level to inform improvements in levels of student achievement and wellbeing.

Enhance the instructional leadership capability of key personnel.

Develop systematic processes to quality assure the alignment of the Year 7 to Year 10 curriculum and its enactment in classrooms.

Review the current pedagogical framework leading to clarity and precision in agreed teaching practices.