

Chinchilla State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Chinchilla State High School acknowledges the shared lands of the Barunggam language region.

About the school

Education region	Darling Downs South West Region
Year levels	Year 7 to Year 12
Enrolment	604
Indigenous enrolments	19.7%
Students with disability	14.3%
Index of Community Socio-Educational Advantage (ICSEA) value	940

About the review

 <p>3 reviewers from 27 to 29 August 2024</p>	 <p>158 participants</p>	 <p>53 school staff</p>
 <p>78 students</p>	 <p>13 parents and carers</p>	 <p>14 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Collaboratively refine and communicate the new improvement agenda to maintain clarity for staff on school priorities and individual roles in driving improvement actions.

Strengthen the capability of all leaders through relational, organisational and management leadership development to support consistent and effective enactment of school priorities.

Domain 7: Differentiating teaching and learning
Collaboratively review and consolidate current inclusive education practices to foster a shared commitment and approach to inclusion.

Domain 8: Implementing effective pedagogical practices
Prioritise opportunities for staff collaboration and discussion about effective pedagogies to promote a shared understanding and language about pedagogy.

Key affirmations



Staff recognise how the culture of high expectations creates an orderly learning environment that supports positive learning outcomes.

Staff and parents describe a school-wide priority of building and maintaining positive and caring relationships. Leaders, staff, community partners and students convey a strong sense of belonging and connection to the school community. Staff, parents and students identify that leaders’ high expectations for engagement in learning and attendance supports student success. They discuss how the Code of Citizenship provides clarity about expectations, consequences and pathways for improvement. Staff, parents and community members speak confidently about the school’s respected place in the community.



Staff, students, parents and school partners praise leaders’ work to establish student learning pathways through a range of strategic partnerships.

Students, parents and community members articulate they highly value the wide range of curriculum offerings, including targeted Vocational Education and Training programs. Staff, students, parents and community partners speak of successful learning and training pathways provided by local industry, organisations and businesses, for senior students. They speak appreciatively of the extensive partnerships that provide opportunities for students to engage with industry, praising key partnerships with the Stronger Smarter Institute, Beyond the Broncos and Big Buddy to support the engagement and wellbeing of First Nations students. Staff and community partners celebrate programs that support Year 6 students to transition to secondary school.



Teachers highlight their commitment to continuously developing their knowledge and skills to support student learning.

Leaders highlight a range of actions to build staff capability, including instructional leadership development, and coaching, mentoring and feedback processes. Staff value opportunities to learn from experienced colleagues and engage in professional learning through the Collegial Café menu. Beginning and Early Career Teachers praise leaders’ and teachers’ support in building their expertise through the early years of their career. Leaders speak of a partnership with cluster primary schools through which profilers have been trained and are deployed across schools to build teacher capability. Leaders and staff highlight the significant work on curriculum familiarisation and planning undertaken over the last 3 years. Staff express appreciation for collaborative time provided to allow them to plan, moderate and review curriculum plans.