School Improvement Unit
Report

Collinsville State High School

Contents

1. Introduction

1.1 Background

This report is a product of a review carried out at **Collinsville State High School** from **7 to 8 September 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:	Walker St, Collinsville
Education region:	North Queensland Region
The school opened in:	1986
Year levels:	Year 7 to Year 12
Current school enrolment:	85
Indigenous enrolments:	12 per cent
Students with disability enrolments:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	915
Year principal appointed:	2016
Number of teachers:	14
Nearby schools:	Collinsville State School, St John Bosco Catholic Primary School, Scottville State School
Significant community partnerships:	Collinsville Rodeo Association, Queensland Coal
Unique school programs:	Living Our Lives Program

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 two days

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

    o Principal and three Heads of Department (HOD)

    o Seven teachers, six teacher aides and 30 students

    o Business Services Manager (BSM) and administration officer

    o Three ancillary staff

    o Seven members of the Parents and Citizens' Association (P&C)

    o Tuckshop convenor

    o Five parents

    o Chaplain

    o Guidance officer

    o School-based youth health nurse

    o Two principals of partner primary schools

1.4 Review team

Julie Warwick	Internal reviewer, SIU (review chair)
Katherine Morrison	Peer reviewer
Paul Herschell	External reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.

2. Executive summary

2.1 Key findings

- The school has articulated strategies for improving student achievement built on a foundation of achieving the best educational outcomes for each student in the school by maximising outcomes for every student, in every classroom, every day.

  The leadership team has developed and is implementing a detailed improvement agenda. The explicit improvement agenda (EIA) is focused on explicit instruction (EI), differentiation, the Assessment Literate Learners program and reading. There is some variance amongst teachers when asked to articulate the EIA

  The staff members and leadership team of the school view school data sets as central to informing decision-making and school improvement.

  Data collection, analysis and discussion occurs. A school-wide data plan is not yet developed.

- It is apparent that standards and processes regarding attendance, behaviour and uniform have improved this year.

  The school has identified four school values and behavioural expectations, "*I am Committed; I am Respectful; I am Responsible; I am Safe*', as key components of the Positive Behaviour for Learning (PB4L) initiative. These values are well understood. PB4L routines and processes are not yet formalised.

- The school leadership team has given priority to understanding and addressing the needs of students and is working to deploy available resources to meet these needs.

  A school-wide strategy to identify specific student learning needs is established. This strategy includes communication with the students' previous school and parents/caregivers to ensure that all historical data regarding the learning needs of students are documented. Investing for Success (I4S) funding contributed $71 840 to the school budget in 2016. These funds are used to invest in professional development (PD) to support staff members' capacity in the leading and teaching of literacy, supplement the HOD teaching and learning position and fund additional teacher aide time to support literacy learning. It is apparent that these plans are being implemented.

- School leaders view the ongoing development of staff members into a highly capable team as an important component of the school's improvement agenda and to improving outcomes for students.

  The school staff members are dedicated and have a commitment to student learning and wellbeing. There is a culture of professional collaboration, observation and feedback within the school.

- Teaching staff members at the school are familiar with and work within the school's curriculum expectations.

  Curriculum and unit plans vary across the school in relation to the provision of an explicit, coherent, sequenced plan for curriculum delivery which makes clear what and when teachers should teach and students should learn.

- Students in Year 10 are taught Year 11 content from senior subjects.

  There are plans to reintroduce a dedicated Year 10 curriculum in 2017. The curriculum does not currently align with the Year 10 Australian Curriculum (AC).

- Differentiation is an emerging developmental priority at the school and is articulated in the identified strategic priorities of the school.

  PD to date has focused on pedagogical practice and curriculum development and planning. A process for staff members to record differentiation strategies is not yet developed.

- The school leadership team keeps informed of research regarding effective teaching practices and establishes clear expectations regarding the use of these practices throughout the school.

  The school does not currently have a school-wide pedagogical framework which concisely describes its pedagogical approach and incorporates the teaching and learning expectations of the teaching staff members.

- Parents are recognised as partners in the learning process playing an important role in school decision-making and reinforcing school learning expectations.

  A committed P&C operates the tuckshop and works to financially and strategically support the school in identified priority areas. This includes working closely with the Collinsville Rodeo Association to run the annual Collinsville Bacon Busters and Rodeo which generates considerable income and brings the community together.

2.2 Key improvement strategies

- Sharpen the focus of the improvement agenda in order that all staff members can readily identify and operationalise key priorities and targets.

- Develop a consistent, whole-school approach to curriculum planning in Years 7 to 10 to ensure that all AC content descriptions are covered and all students are provided with opportunities to demonstrate the AC achievement standards.

- Ensure that all students in Year 10 are provided the opportunity to engage with the AC content descriptions and demonstrate the Year 10 achievement standards.

- Develop a school-wide pedagogical framework which concisely describes the school's pedagogical approach and incorporates the teaching and learning expectations of the teaching staff members.

- Build staff members' capacity to differentiate using data to monitor student progress, identify individual student learning gaps and respond with appropriate strategies.

- Develop a school data plan that reflects school-wide expectations, responsibilities and timelines for the collection and use of data.

- Formalise the PB4L strategy to establish a PB4L leadership team that includes a data cycle with targets established and quality assurance measures included.