

Charleville State School

Executive Summary



School
Improvement
Unit





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Charleville State School** from **28 to 30 March 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Ian Rathmell	Internal reviewer
Judi Hanke	External reviewer



1.2 School context

Location:	Wills Street, Charleville
Education region:	Darling Downs South West Region
Year opened:	1875
Year levels:	Prep to Year 6
Enrolment:	235
Indigenous enrolment percentage:	42 per cent
Students with disability enrolment percentage:	13 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	846
Year principal appointed:	2014
Full-time equivalent staff:	17.54
Significant partner schools:	Charleville School of Distance Education, Charleville State High School, Charleville Kindergarten
Significant community partnerships:	Charleville and Western Areas Aboriginal and Torres Strait Islander Community Health (CWAATSICH), National Aborigines and Islanders Day Observance Committee (NAIDOC), Charleville Allied Health Services, Vital Health, Charleville Community Indigennous Education Group
Significant school programs:	MultiLit programs, Speech Sounds Pics (SSP) program, Charleville State School Reading Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), guidance officer, 10 classroom teachers, two Special Education Program (SEP) teachers, two internal relief teachers, Speech Language Pathologist (SLP), nine teacher aides, two administration officers, four ancillary staff, 31 students, playgroup co-ordinator, Parents and Citizens' Association (P&C) president and 16 parents.

Community and business groups:

- Mayor of Murweh Shire Council and community partnerships officer.

Partner schools and other educational providers:

- Principal of Charleville School of Distance Education, Coordinator of Charleville Kindergarten.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2017-2020
Investing for Success 2017	School Data Profile (Semester 2, 2016)
Headline Indicators (2016 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2017	School differentiation plan
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan	



2. Executive summary

2.1 Key findings

The tone of the school reflects a school-wide commitment to successful learning.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work hard to build mutually respectful relationships across the school community. Most students and parents speak in positive terms about the school and value its professional culture.

A vision is established for the school and is expressed and enacted through the school's motto of *'Always our best.'*

The school's leadership team and staff members are committed to school improvement and to every student being successful with their learning. Teaching practices across the school reflect the belief that while students may be progressing at different rates, all students are capable of learning. The school aspires to achieving at least a year's growth in learning for a year of schooling.

The school's leadership team and staff members are committed to school improvement and to every student being successful with their learning.

The school has identified high quality teaching practice as central to its improvement agenda for 2017. School staff members articulate a wide variety of responses when articulating how they are engaging with this agenda and how this agenda is impacting on their current classroom practices. A narrower and more specific focus that has a direct link to improving student learning outcomes is yet to be developed. Links between this current work to develop quality teaching practice and the school's focus on the teaching of reading are yet to be developed.

Staff members work hard to maintain classroom environments that are learning focussed and inclusive of all students.

The school follows the Positive Behaviour for Learning (PBL) framework and has a school team which meets to lead implementation. The school's behaviour expectations are predominantly known by students and are reinforced through a rule of the week strategy and positive reinforcements including Comet cards. Staff members, parents and students identified through the 2016 School Opinion Survey (SOS) that there is a need for the school to further improve its behaviour management processes. Staff members express a need for greater consistency of practice with the implementation of the whole-school processes relating to behaviour management.



The principal has commenced a process to reinvigorate the school's professional culture.

Staff from the Queensland Education Leadership Institute (QELi) delivered a pupil-free day program which affirmed the school's vision and established agreed protocols for the work of professional team meetings. This process was designed to introduce the concept of Professional Learning Teams (PLT) in the school as a vehicle for ongoing conversations relating to student learning. Staff members comment that they value the work done on the school professional development days and believe there is still work to be done in establishing a positive professional culture at the school and maintaining high levels of staff morale and wellbeing throughout the school year.

Various forms of communication are used to inform staff and community members of matters relating to the school.

A term overview is established to keep staff members informed of matters relating to curriculum, teaching and learning, school events and meetings. A weekly staff briefing occurs on Monday mornings. Regular school newsletters are provided to families along with specific notes relating to school activities. These communication strategies are accessed by staff and community members. A belief exists that more timely communication is required for some school activities and events to enable greater lead times for planning and responses. Parents and staff members articulate that a need exists for improved follow up and response times to matters of concern.

The school's leadership team expresses a strong commitment to implementing curriculum and assessment aligned to Australian Curriculum (AC).

Teachers report they make reference the AC for planning of curriculum units, particularly in English. School staff members draw on Curriculum into the Classroom (C2C) units as a key resource for delivery of curriculum. Most teachers currently plan their curriculum units individually with some collaboration occurring with colleagues who teach similar year levels. The principal reports there is a plan to enable teams of teachers to collaboratively plan curriculum units with the support of colleagues and school leaders commencing in Term 2.

The school has developed a range of partnerships to enhance student wellbeing and outcomes.

Each partnership is established in response to an identified need and careful consideration is given to the benefits the partnerships bring to the school. Community groups that are contributing to the health, wellbeing and learning of students include the Charleville and Western Areas Aboriginal and Torres Strait Island Community Health (CWAATSICH), National Aborigines and Islanders Day Observance Committee (NAIDOC), Charleville Allied Health Services, Vital Health and Charleville Community Indigenous group. The school's Parents and Citizens' (P&C) association are instrumental in contributing positively to the life of the school.



Improvement in attendance is a major focus of the school.

Currently, the average student attendance rate for 2017 is 92.2 per cent with 14.7 per cent of students attending less than 85 per cent of the time. This is an improvement over the 2016 average attendance rate of 89.1 per cent with 25.4 per cent of students attending less than 85 per cent. Attendance rates for indigenous students have improved. In 2017, average attendance rates are 89.3 per cent which is an increase from 87.1 per cent in 2016. The percentage of indigenous students attending less than 85 per cent is currently 21.1 per cent which is down from 32.2 per cent in 2016.



2.2 Key improvement strategies

Develop an Explicit Improvement Agenda (EIA) which has a narrow and sharp focus on an identified area for improvement in student learning.

Reinvigorate the PBL team to ensure the whole-school approaches to effectively managing student behaviour are embedded across the school and are known and supported by the school community.

Collaboratively develop, implement and monitor strategies to enhance the professional culture of the school, improve staff morale and promote wellbeing.

Develop timely and effective communication strategies including greater lead times for planning and responses, appropriate follow up and actioning of matters of concern.

Provide opportunities for teams of teachers to collaboratively plan and review curriculum units, with the support of school leaders, to ensure curriculum is consistently implemented and horizontally and vertically aligned.