

Charleville State School

Executive Summary





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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 **Charleville State School** from **18 to 20 May 2021**.

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 the 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

Leah Mullane	Internal reviewer, EIB (review chair)
Nicole King	Peer reviewer
Diana Boulter	Peer reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	Wills Street, Charleville	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	180	
Indigenous enrolment percentage:	50 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	10.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	26.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	817	
Year principal appointed:	2021	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Special Education Services (HOSES), Head of Department – Student Services (HOD-SS), guidance officer, 14 teachers, nine teacher aides, chaplain and two Business Managers (BM).

Community and business groups:

- Parents and Citizens' Association (P&C) executive, Charleville and Western Areas Aboriginal and Torres Strait Islanders Community Health Limited (CWAATSICH) representative and Charleville Neighbourhood Centre representative.

Partner schools and other educational providers:

- Darling Downs South West (DDSW) region Centre for Learning and Wellbeing (CLAW) lead principal, Charleville State High School principal and cluster chair.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success (I4S) 2021	Strategic Plan 2021-2024
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School improvement targets	Curriculum planning documents
School data plan	School newsletters and website
School Opinion Survey	Headline Indicators (October 2020 release)



2. Executive summary

2.1 Key findings

Staff members are dedicated to doing their best and improving their knowledge, skills and professional practice.

The principal and other school leaders discuss the importance of developing an expert teaching team. Teachers articulate that they appreciate the extent to which the school's leadership team values and encourages them to participate in professional learning. Opportunities are provided for school staff to engage with experts beyond the school. Initiatives such as Professional Learning Communities (PLC), data analysis, and curriculum unpacking are planned for regular implementation as a mechanism to develop the capability of staff. PLC groups are focused on curriculum, inclusion and engagement. Staff members value the opportunity to self-identify their expertise in alignment to one of the PLCs, viewing this as an opportunity to share expertise and develop their capability.

The school uses the framework of Positive Behaviour for Learning (PBL) for building and supporting academic and social success for students.

The PBL team meets fortnightly to review school behaviour data to inform the school's behaviour focus for the next fortnight. The school has moved through the PBL framework from Tier 1 – universal support for all students, to Tier 2 – targeted support for at risk students. The regional PBL coach supports the school and provides targeted professional learning to school staff. Students and staff are able to articulate the systems of the program and students express that they highly value the rewards.

The school leadership team is united in their vision for student improvement through the implementation of the school's Explicit Improvement Agenda (EIA).

Staff members articulate a range of strategies and foci when discussing the current EIA or the plan for student and school improvement. A clear and consistent whole-school understanding of the EIA is yet to be apparent. The principal expresses future plans for support of building teacher understanding of curriculum planning processes. Teachers articulate the desire to develop a strong understanding in the learning area of English before extending professional learning and planning expectations into other learning areas.

School leaders indicate a desire to build a deep knowledge of the Australian Curriculum (AC) across the school.

Teaching staff acknowledge the value of collaborative curriculum planning for high quality unit and lesson development for clarity in classroom implementation. Teachers are committed to ensuring curriculum planning and delivery align with the intent of the AC. Staff members recognise the importance of class teachers' understanding of the intent and rigour of the AC. The 2021 Annual Implementation Plan (AIP) identifies 'before, after, after, end' moderation practices as vital to embed collaborative practices, build teacher capability and assist in Quality Assurance (QA) and alignment to the AC. School leaders and teachers



acknowledge that strong planning processes assist in providing clarity for teachers and develop student understanding of the lesson content.

The school leadership recognises the importance of a coherent and sequenced plan for curriculum delivery to engage students in learning.

The school is utilising the P-6 Curriculum Planning Model (CPM) to underpin the use of the Curriculum into the Classroom (C2C) year level plans. A unit planning template is developed for consistency in unpacking curriculum expectations and developing a sequence of delivery. Current curriculum planning is developed in the learning areas of English, mathematics, science and Humanities and Social Sciences (HASS), and taught by classroom teachers. A whole-school curriculum plan including vertical and horizontal alignment through the three levels of planning is yet to be fully developed. The leadership team acknowledges a desire to ensure that alignment of C2C units to the content descriptions and achievement standards of the AC is embedded in curriculum planning and implementation.

The school works towards creating a positive and respectful environment for teaching, learning and wellbeing for staff and students.

Staff members convey a commitment to the students and the school community. A regular high turnover of staff is acknowledged as a challenge to embedding consistent practices and collegial engagement within the school. Staff articulate there is opportunity for development in establishing a positive professional culture, increasing staff morale and developing targeted wellbeing strategies for staff. The school acknowledges that the building of relationships between school and family is an ongoing priority. Students express that they enjoy coming to school, and communicate that their teachers are kind and polite.

The principal and other school leaders discuss the importance of developing an expert teaching team.

The principal and other school leaders are lead learners and are actively involved in Professional Development (PD). Teachers appreciate the extent to which the school's leadership team values and encourages them to participate in professional learning. Collaborative professional learning opportunities such as coaching, mentoring, co-teaching and modelling are identified as next steps in building the capability of the teaching team. Teachers articulate optimism regarding the collegial learning to be provided through consistent and timely opportunities.

The school has established strong connections with a wide range of external agencies to support the needs of students and families.

School leaders recognise the importance of building partnerships to enhance student learning and wellbeing and actively seek methods to partner with parents and families, other educational institutions, local businesses and community organisations. Partnerships with the Charleville and Western Areas Aboriginal and Torres Strait Islanders Community Health Limited (CWAATSICH), Neighbourhood Centre, Anglicare, Deadly Choices, a range of National Disability Insurance Scheme (NDIS) providers and local businesses fund school



resources and support individual students and families through their ongoing connection with the school.

The principal, school staff and community are united in their commitment to the success of the school.

Staff members articulate the hardworking and approachable nature of the principal. Staff express a cautious sense of optimism in the future direction of the school. Staff members and the community express a desire for the school to be successful and deliver positive learning and wellbeing for all students. Staff members acknowledge the hard work and dedication of the school leadership in driving the improvement of the school.



2.2 Key improvement strategies

Review and refine the EIA for a sharp and narrow focus for student improvement outcomes within the curriculum priority area of English.

Develop and implement strategies to build capability of a curriculum leader and team, to increase all staff understanding of the planning, implementation, monitoring and assessing of the AC.

Review and extend the whole-school Curriculum, Assessment and Reporting Plan (CARP) to include three levels of planning, across all learning areas, with QA processes to monitor enactment of the intended curriculum and its alignment to the AC.

Collaboratively develop an approach to support the wellbeing of staff and students.

Provide opportunities for staff to engage in collaborative professional learning including opportunities for coaching, mentoring, co-teaching and modelling to strengthen the knowledge, skill and capability of staff members.