

Collinsville State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Collinsville State High School** from **5 to 6 March 2018**.

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 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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Alan Whitfield	Senior reviewer, SIU (review chair)
Jacqueline Sinclair	Peer reviewer
Trevor Gordon	External reviewer



1.2 School context

Location:	Walker Street, Collinsville
Education region:	North Queensland Region
Year opened:	1986
Year levels:	Year 7 to Year 12
Enrolment:	89
Indigenous enrolment percentage:	15 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	923
Year principal appointed:	2018
Full-time equivalent staff:	10.34
Significant partner schools:	Collinsville State School, Scottville State School, Saint John Bosco Catholic School
Significant community partnerships:	Glencore Australia - Traineeships, Adani - funding for Community Engagement Officer.
Significant school programs:	Living Our Lives wellbeing program, Traineeships with Glencore Australia



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three Heads of Department (HOD), guidance officer, six teachers, chaplain, community engagement officer, health nurse, transitions pathways officer.

Partner schools and other educational providers:

- Principal of Collinsville State School and principal of Scottville State School.

Government and departmental representatives:

- Councillor for Whitsunday Regional Council, State Member for Burdekin and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Priorities 2018
Investing for Success 2018	Strategic Plan 2017-2020
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation placemat
School pedagogical framework	Whole school data plan
School Opinion Survey	School newsletters and website
Responsible Behaviour Plan	Teaching and Learning Handbook 2018
Policy and Procedures	Staff Handbook 2018



2. Executive summary

2.1 Key findings

School leaders are explicit about their core objective to improve learning outcomes for every student.

An improvement agenda is established and school leaders are able to describe the improvements they wish to see in student behaviours and achievement levels. School leaders indicate that the current strategic planning processes draw on data-informed school areas of focus, linked with state priorities and the regional improvement agenda. School leaders and teachers indicate widespread commitment to the focus on improving professional knowledge and the quality of teaching and learning throughout the school.

The school tone reflects a school-wide commitment to purposeful and successful learning.

A culture of caring and support across staff members and students pervades the school and many students state that the community feel of the school is one of its strengths. Parents acknowledge the commitment of staff members in providing for the educational and social needs of their child.

Targets linked to the improvement agenda are set and communicated.

These targets describe goals for staff capability development, student academic achievement in English, mathematics, science and humanities, National Assessment Program – Literacy and Numeracy (NAPLAN) National Minimum Standard (NMS) and Upper Two Bands (U2B) performance in writing, Year 12 exit outcomes and positive trends in staff School Opinion Survey (SOS) data. Staff member understanding of how school-based targets translate into classroom teaching practices is developing.

School leaders have clear and well-known positions regarding the type of teaching that they wish to see occurring in classrooms.

Professional Development (PD) regularly occurs to build teacher understanding and knowledge of preferred teaching approaches. Teachers are able to articulate an understanding of the pedagogy framework that varies in accordance with their expertise and experience.

School leaders have developed comprehensive programs to support the professional and personal needs of staff members.

Teachers are supported through a mentoring program that includes lesson observations and feedback. Teachers speak very positively about the effectiveness of the program. School leaders express a desire to implement a coaching program to support the highly successful mentoring program.



Data walls are created to track individual student progress.

Teachers indicate that classroom data walls are strategically located to support the development of learning goals and to assist students to reflect on the success of their learning. Consistent school-wide practices regarding the use of classroom data walls as a tool to differentiate learning are yet to be fully developed.

The school has a collection of faculty-based curriculum plans aligned with the Australian Curriculum (AC), Queensland Curriculum and Assessment Authority (QCAA) syllabuses and Vocational Education and Training (VET) courses.

These plans make clear what teachers should teach, and when, and what students should learn. The junior secondary programs for the Arts and technology are currently yet to be aligned to the AC and school leaders identify the need to align the programs for implementation in 2019.

The school has established positive relationships with the principals and staff members of the three local partner primary schools and a program of transition from primary school to the high school is established.

The program includes the gathering of comprehensive data, including anecdotal comments from teachers and parents and the results of class and national assessments. As students enter Year 7 further assessment is enacted. A clear and thorough picture of the learning needs of all students results from these processes.



2.2 Key improvement strategies

Refine the school improvement targets to focus on the desired success criteria and express these in terms of effective teaching practice and student learning outcomes.

Develop and implement strategies to support teachers to acquire a deeper understanding of the pedagogical framework.

Develop, implement and quality assure a whole-school systematic approach to coaching that includes supervisory, instructional and peer-to-peer coaching.

Build a shared understanding of the use of data, including data walls and placemat to support classroom differentiation practice.

Complete the curriculum plan by aligning all junior school subjects to the AC.