

Collinsville State High School

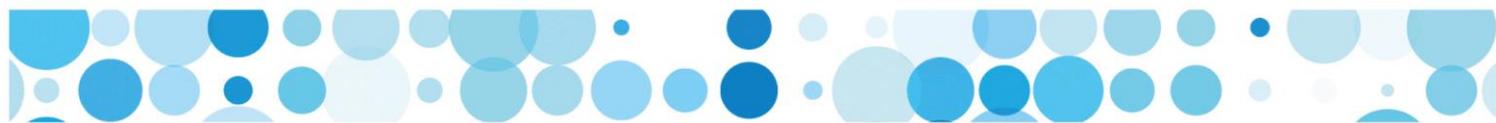
Executive Summary





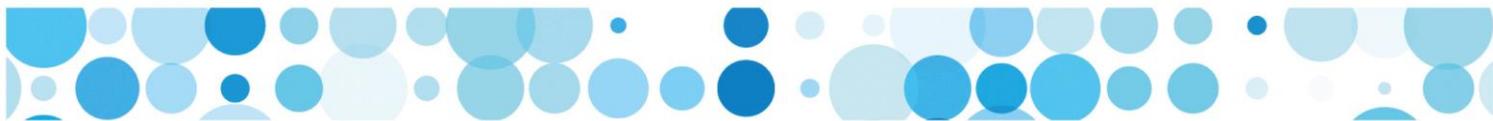
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1.2 School context

Indigenous land name:	Biri
Location:	Walker Street, Collinsville
Education region:	North Queensland Region
Year levels:	Year 7 to Year 12
Enrolment:	106
Indigenous enrolment percentage:	21 per cent
Students with disability percentage:	36 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	921
Year principal appointed:	2018



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three Heads of Department (HOD), Business Manager (BM), six teachers, chaplain, youth engagement officer, guidance officer, transitions pathways officer, youth health nurse, two administrative officers, two teacher aides, two school officers, three cleaners, 38 students and 14 parents.

Community and business groups:

- Sodexo Australia representative, Indigenous Elder, Parents and Citizens' Association (P&C) treasurer and former P&C secretary.

Partner schools and other educational providers:

- Principals of Collinsville State School and Scottville State School.

Government and departmental representatives:

- State Member for Burdekin and ARD.



2. Executive summary

2.1 Key findings

The school community articulates valuing the Living Our Life (LOL) program as a whole-school initiative to support student wellbeing, resilience and life skills.

Students and staff speak positively regarding the longstanding program where students learn of respectful relationships and participate in activities such as Rock and Water and Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts (DRUMBEAT). The program is embedded across Year 7 to Year 12 and lessons are facilitated on a weekly basis. The Resilience Project is an integral part of the program and aims to support the development of student wellbeing and resilience through four key pillars – gratitude, empathy, mindfulness and emotional literacy. It includes age-appropriate drug and alcohol education that reinforces public health and safety messages and provides Cardiopulmonary Resuscitation (CPR) training to all Year 10 and Year 12 students.

Teachers work to create attractive and stimulating learning environments for students.

Classrooms are visually interesting and adorned with artefacts that showcase school policies, learning walls and student work. A learning wall is a visual display within the classroom that represents students' learning journeys from the beginning of a unit to the final assessment. Leaders indicate that it may show junctions and where new knowledge, concepts or skills will be learned along the way in order to be successful at the task. The learning wall components align with the curriculum intent of the unit. Learning walls are visible across all classrooms and have been personalised by teachers to reflect the unit context and classroom composition. Teachers share their learning walls with pride and articulate that they are co-constructed with students throughout the unit.

Building capability and establishing high expectations for all students in effective writing across the curriculum is a key improvement focus.

A range of professional activities have taken place to support this agenda including engagement with regional staff and relevant research and school auditing and scanning processes. Long-term goals include building collective knowledge of the Australian Curriculum (AC) regarding writing and literacy general capabilities, designing a format for identifying literacy demands, and developing a resource to assist teachers with the understanding of text types. Leaders articulate that this priority is a significant long-term body of work, and processes to fully map the plan for building a whole-school approach to improving writing are yet to emerge.

The principal and staff recognise the importance of developing an environment reflective of high expectations to support all students to learn successfully.

The principal articulates an expectation that all students will learn, reinforced by the school values of students being committed, respectful, responsible and safe. School leaders comment that the Positive Behaviour for Learning (PBL) philosophy aims to create a social



culture that encourages positive behaviours and interactions, while discouraging inappropriate behaviours. School community perception of behaviour is varied with some parents, staff and students articulating perceived inconsistencies regarding behaviour management. Some community members articulate a desire for greater consistency and communication in regards to behaviour management. Some indicate that delays in follow-up impact on the effectiveness of school processes.

School leaders and staff are committed to finding ways to improve current student outcomes, reflecting the school vision of ‘*Motivating students to think and learn in preparation for the future*’.

The motto ‘*Nolite dedere*’ translates to ‘*Never surrender, never give up*’. School leaders articulate a degree of concern in regards to student aspirations for learning and achievement within and beyond the classroom. The Queensland Engagement and Wellbeing (QEW) Survey 2021 provided the school with data strongly linked to student lack of aspiration and agency, with some students expressing a low sense of belonging in school and low peer relationships. School leaders are cognisant of the requirement to address this and implement strategies to build students’ self-efficacy and aspirations across all classes.

The school strives to deliver a student-responsive curriculum that aligns to the AC and the Queensland Curriculum and Assessment Authority (QCAA) syllabus guidelines.

Documented planning aligned to the P-12 curriculum, assessment and reporting framework (P-12 CARF) expectations including a whole-school curriculum plan, year/band plans and unit plans that map assessable elements, cognitive verbs, cross-curriculum priorities and general capabilities are yet to emerge. School leaders acknowledge that full mapping of general capabilities in areas including literacy, Information and Communication Technology (ICT) capability and personal and social capacity would align with identified school priority areas. In the AC cross-curriculum priorities, Aboriginal and Torres Strait Islander histories and cultures are identified as relevant to the school context. Many staff and leaders articulate that a comprehensive mapping process, in conjunction with embedded Quality Assurance (QA) processes, would support full alignment with the AC.

School leaders are committed to continuous improvement in teaching practices.

Some school leaders are involved in opportunities to further their own Professional Development (PD). Participants share that it provides insight into their own leadership styles and how to better support and instructionally lead staff within the school. Many teachers express a desire to have the principal and school leaders more visible and available for support with regards to teaching and classroom management. They express a belief that a tightening of meeting structures, including line management, and heightened QA measures would provide further clarity of leadership roles and impact on school and student improvement. School leaders speak with a desire to continue to develop their instructional leadership capacity.



The Parents and Citizens' Association (P&C) annual Bacon Busters wild pig hunting competition is highly valued across the community.

Now entrenched in the local calendar, the Bacon Busters event is the school's largest annual fundraising endeavour. The most recent occurrence had more than 200 entrants eradicating in excess of five tonnes of the pest animals from the local area over a three-day period. The P&C has raised more than \$100 000 in its seven years running the Bacon Busters event, with proceeds going back into the school and helping charities such as Rural Aid and Aussie Farmers, and Royal Automobile Club of Queensland (RACQ) CQ Rescue.

Community members speak of the school's facilities which include well-maintained grounds, classrooms and specialist spaces, in addition to spacious ovals and courts.

The school effectively utilises its physical environment and available facilities to maximise student learning. Students speak positively regarding school facilities. Gardens have recently been rejuvenated and the campus includes vegetable beds developed by students as part of the Grow, Build, Repair (GBR) initiative. A hydropanels project utilises renewable water technology that uses the power of the sun to extract clean, pollutant-free drinking water from the air for the school community.



2.2 Key improvement strategies

Sharpen and narrow the school's Explicit Improvement Agenda (EIA) supported with a detailed plan for writing improvement including targets, QA processes and roles and responsibilities for all stakeholders.

Collaboratively review and widely communicate the Student Code of Conduct to ensure consistent processes and timely follow-through to support improved student engagement and behaviour and improved school community perception.

Cultivate student agency across the school by collaboratively exploring the dimensions of engagement including the importance of mutually respectful relationships and implementing strategies to build students' self-efficacy and aspirations across all classes.

Fully develop and enact the P-12 CARF to ensure it provides an explicit, aligned, sequenced and accessible plan for whole-school curriculum delivery with mapping of the general capabilities and cross-curriculum priorities.

Prioritise building the instructional leadership capability and expectations of all school leaders to support change management and school success.