

Longreach 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 **Longreach State High School** from **28 to 30 August 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 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.

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

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Darren Cook	Peer reviewer
Frank Schoonderveek	External reviewer



1.2 School context

Location:	Jabiru Street, Longreach
Education region:	Central Queensland Region
Year opened:	1996
Year levels:	Year 7 to Year 12
Enrolment:	178
Indigenous enrolment percentage:	13 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	994
Year principal appointed:	Term 2, 2017
Full-time equivalent staff:	20
Significant partner schools:	Longreach State School, Longreach School of Distance Education, Our Lady's Catholic Primary School, Ilfracombe State School
Significant community partnerships:	RAPAD Skilling, Outback College of Hospitality, Longreach Pastoral College, Longreach Athletics Club
Significant school programs:	Outback College of Hospitality, 5 Cluster schools



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, 16 teachers, six teacher aides, 45 students, groundsman, facilities officer, Business Manager (BM), three cleaners, tuckshop convenor, Parents and Citizens' Association (P&C) president and treasurer and seven parents.

Community and business groups:

- Longreach Athletics Club.

Partner schools and other educational providers:

- Longreach School of Distance Education and Longreach Pastoral College.

Government and departmental representatives:

- Councillor Longreach Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The broader school community is proud of the recent achievements of the school.

These include improvement in Overall Position (OP) 1-15 results, National Assessment Program – Literacy and Numeracy (NAPLAN) improvement in a range of assessment strands and being a Regional Showcase winner for vocational pathways.

The school leadership team is clearly committed to finding ways to improve current student outcomes.

Members of the school community commend the enhanced alignment and consistency of school practices that have emerged as a key focus of the new leadership team.

The leadership team has allocated time within staff meetings to determine future direction and school priorities.

An explicit strategic planning process, outlining how a future school brand and associated priorities are determined is yet to be clarified for the school community. Some parents and staff members indicate a desire to be involved in the key planning and future direction of the school.

The school Annual Implementation Plan (AIP) 2017 outlines two goal areas of Building Teacher Quality and Capability, and Positive Behaviour.

Explicit whole-school targets have been set and communicated to staff members. Teachers are yet to articulate and apply targets for student learning to their planning and practice. Conversations with teachers identify varied responses regarding the improvement agenda with teachers predominantly referring to attendance and writing as the key priorities.

A pedagogical framework is established based on the Dimensions of Teaching and Learning (DoTL).

The key tenets articulated by most teachers are explicit teaching, including Gradual Release of Responsibility (GRR), and learning intent. Teachers' connection to the full range of strategies documented in the pedagogical framework is not yet consistent. There is limited evidence the framework is utilised as a working document by teachers. The depth and consistency of feedback to teachers from school leaders regarding the agreed pedagogies vary across the school. Some teachers demonstrate an exemplary level of engaging pedagogical strategies including collaborative group work, inquiry learning and open-ended questioning.



Staff members and resources are allocated to support students with disability and those with additional learning needs.

Most teacher aides, teachers and leaders advocate for enhanced direction and mentoring in supporting students with disability. The Head of Special Education Services (HOSSES) position is being negotiated.

The development of a culture of continuous professional improvement that includes classroom-based learning is apparent.

The school has developed a professional learning plan to support local priorities. An explicit outline of instructional leadership aligned to the planned activities and priorities is not yet apparent.

The school leadership team has a commitment to supporting differentiated teaching and learning.

Teachers articulate an understanding and commitment to provide differentiated learning within their classes through their planning. A school-wide process to support teachers to provide differentiated learning experiences for all students is not yet apparent.

Parents and families are recognised as integral members of the school community and partners in their child's education.

They speak highly of the school and staff members. The Parents and Citizens' Association (P&C) articulates the strong consultation arrangements between the school leadership and the association. Local business people report stronger links are being established with the school.



2.2 Key improvement strategies

Collaboratively enact a clear and consistent strategic planning process to develop a brand and sequencing of school priorities and targets.

Collaboratively develop, with the assistance of Human Resources (HR) in Regional Office, an effective response to supporting students with disability.

Redevelop the pedagogical framework and implement an explicit strategy for instructional leaders to model, monitor and provide feedback to teachers on the agreed pedagogies.

Develop, monitor and provide instructional feedback on the application and progress of classroom learning targets in line with the school improvement agenda.

Develop a program of Professional Development (PD) and feedback to ensure there is correlation between identified data sets and differentiation strategies.