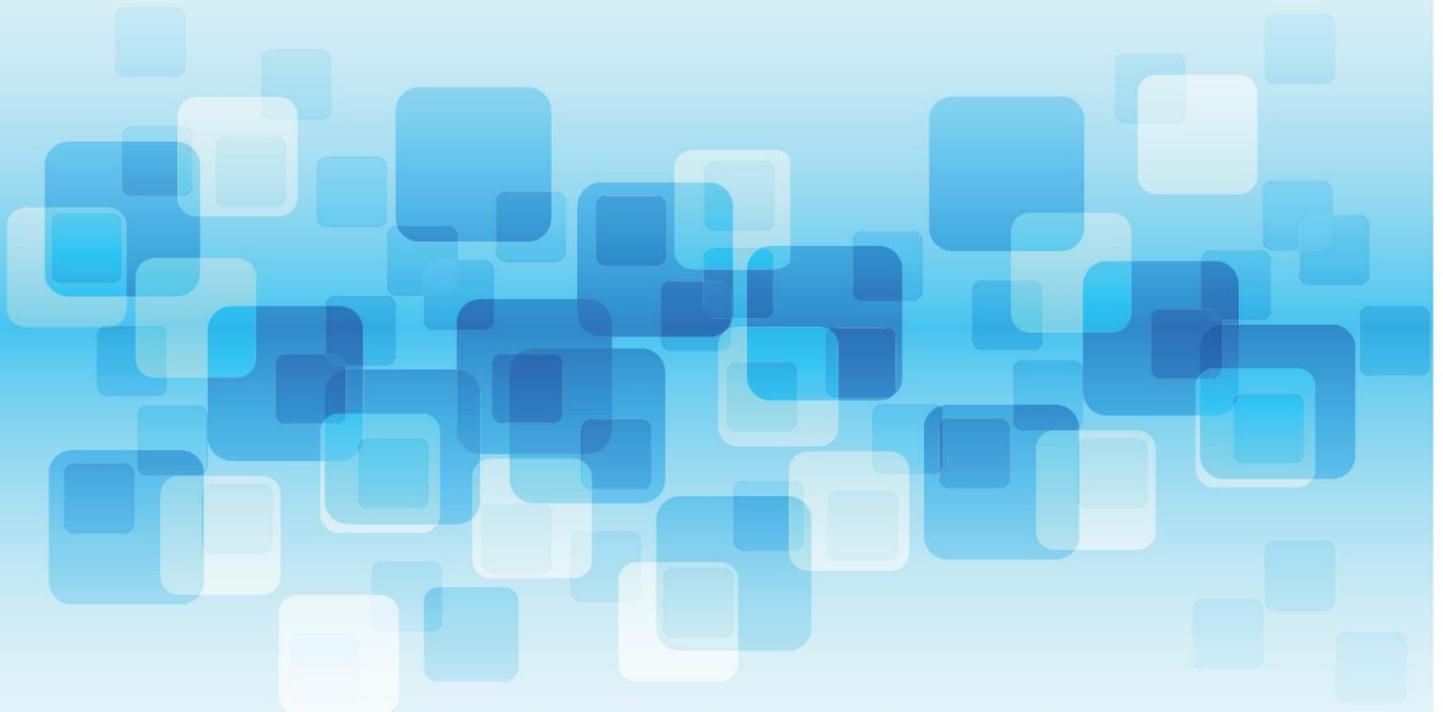




# School Improvement Unit Report

## Charleville School of Distance Education Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Charleville School of Distance Education from 23 to 25 May 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Parry Street, Charleville
<b>Education region:</b>	Darling Downs and South West Region
<b>The school opened in:</b>	1966
<b>Year levels:</b>	eKindy to Year 10
<b>Current school enrolment:</b>	162 plus 49 part-time
<b>Indigenous enrolments:</b>	5 per cent
<b>Students with disability enrolments:</b>	10 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1000
<b>Year principal appointed:</b>	2008
<b>Number of teachers:</b>	23 (full-time equivalent)
<b>Nearby schools:</b>	Charleville State High School, Charleville State High School
<b>Significant community partnerships:</b>	Bulloo Shire Council, Western Alliance, Charleville Alliance of State Education, Schools of Distance Education Alliance, Parents & Citizens' Association
<b>Significant school programs:</b>	



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy principal
  - Head of Department (HOD) curriculum
  - Master teacher
  - Specialist teachers – two Support Teacher Literacy and Numeracy (STLaN), Specialist Education Program (SEP), guidance officer, digital learning facilitator
  - Parent liaison officer
  - 12 primary teachers and three secondary teachers
  - Six parents
  - 20 students
  - Principals of local high school and primary school

### 1.4 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Rowena Arthur	Peer reviewer
Murray Barnett	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school actively seeks ways to enhance student learning and wellbeing by partnering with students and their families, other education and training institutions and local communities.

The school is recognised as a hub of the community. It is held in high regard and the partnerships between community members and the school is valued. Considerable efforts are made to sustain these partnerships. There is a strong sense of community pride in the school.

- The school is driven by a deep belief that all students can succeed.

This belief stems from the development of a culture built on a universal acknowledgement of the importance of supporting and maintaining a learning environment that establishes expectations for learning and supports the wellbeing of students.

- The school has a coherent, sequenced and documented curriculum for Prep to Year 10.

The school uses the Curriculum into the Classroom (C2C) Individual Learning Materials (ILM) resource units, selected eTeach units developed by the Schools of Distance Education and the Connected Learning Curriculum (CLC) units. This curriculum includes a focus on the development of cross-curricular skills, literacy and numeracy, Information and Communications Technology (ICT), and intercultural understanding.

- A collegial culture of trust and mutual respect is apparent amongst the school leadership team, teaching and non-teaching staff, administration staff, and home tutors.

Interactions between staff members, students, parents and home tutors are respectful and inclusive. Relationships are based on empathy and positivity. Staff morale is at a high level and many staff go out of their way to find opportunities to be supportive of colleagues.

- The school is committed to all students achieving, and an agenda is driven to personalise learning for all students.

Differentiated instruction is viewed as the way to ensure the needs of learners are considered appropriately in the teaching and learning process. Class teachers deliver differentiated instruction for high achieving and students requiring support in their on-air lessons and during field services. The home tutor is able to personalise the learning for students in the home environment on a daily basis. This is usually done in consultation with the teacher.



- Staff members are committed to implementing an improvement agenda which focuses on improving teacher and home tutor practice in the delivery of reading, writing and mathematical learning.

Staff members are able to articulate the school's priority areas and talk of how they are implementing strategies to address the learning needs of students in these areas. There is some inconsistency of practice with the implementation of these agenda items and documented expectations for curriculum delivery in these areas is yet to be developed.

- A schedule for the collection of data in literacy and numeracy is established.

Staff members' data literacy skills in the analysis, interpretation and use of classroom data are variable. Regular analysis and in-depth discussion of student data and collaborative planning of strategies for continuous improvement of student outcomes is yet to be fully established at the school.

- Staff members recognise that highly effective teaching is the key to improving student learning.

To ensure that every student is engaged and learning in every lesson successfully, the school has developed agreed pedagogical practices drawing on the research on Explicit Instruction (EI) for the primary teachers and IMPACT for the secondary teachers. These practices are yet to be formally articulated in a framework that describes agreed systems for implementation and monitoring.

- There is a high level of commitment amongst staff members for professional improvement to achieve best practice across the school.

Structured support to develop teacher competencies in the use of signature pedagogies of the school is yet to be fully implemented. This would include opportunities for teaching staff to engage in peer coaching and mentoring, observation and feedback.

- Some staff members have expertise in the delivery of curriculum in a distance education setting.

These staff members provide high quality teaching and learning experiences for their students on a daily basis.



## 2.2 Key improvement strategies

- Narrow and sharpen the focus of the school's explicit improvement priorities and develop a range of agreed implementation strategies with accompanying timelines that are collaboratively developed and consistently implemented across the school.
- Establish regular opportunities for teams of teachers to review and rigorously discuss school and class data sets with a view to planning for continuous improvement.
- Revise the school's pedagogical framework to include the signature strategies which relate to the agreed instructional practices for the school.
- Establish further opportunities for peers and members of the school leadership team to conduct lesson observations and provide detailed feedback on a timetabled and regular basis.
- Use the expertise of identified staff to support and enhance the work of colleagues.