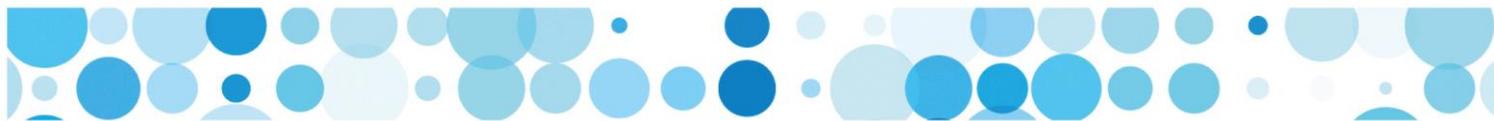


Rockhampton State High School

Executive summary



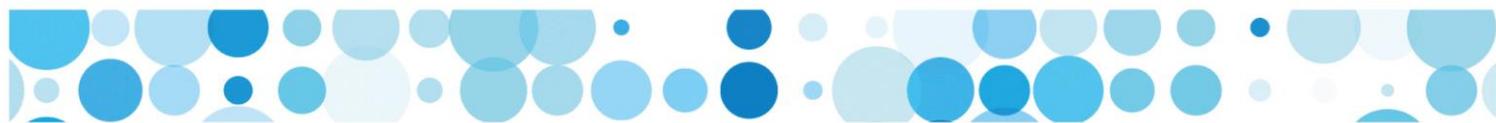


Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

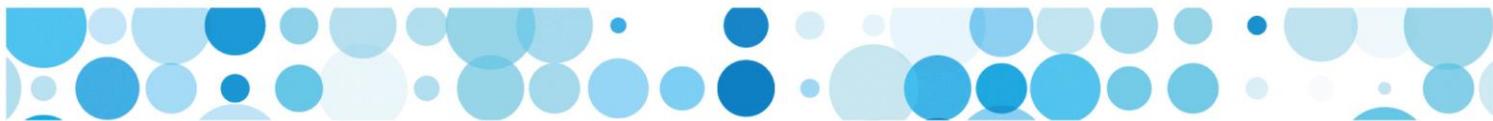
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Rockhampton State High School** from **5 to 8 August 2019**.

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)/Principal Supervisor/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](#).

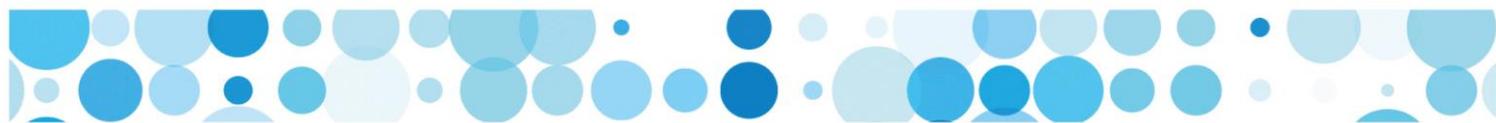
1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Anthony Green	Peer reviewer
Darren Cook	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Campbell Street, Wandal
Education region:	Central Queensland Region
Year opened:	1919
Year levels:	Year 7 to Year 12
Enrolment:	1118
Indigenous enrolment percentage:	22 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	916
Year principal appointed:	2013
Day 8 staffing teacher full-time equivalent (FTE):	93 – teaching, 13.78 – non-teaching
Significant partner schools:	The Hall State School, Allenstown State School, Waraburra State School, Rockhampton District Secondary Principals Association (RDSPA) – 14 cross sector secondary schools, Rockhampton Area State High School Principals – Mount Morgan State High School, Yeppoon State High School, North Rockhampton State High School, Glenmore State High School
Significant community partnerships:	Central Queensland University (CQUni), Queensland Minerals and Energy Academy (QMEA), Achieving Results Through Indigenous Education (ARTIE) Academy, Australian Indigenous Mentoring Experience (AIME), Darumbal Community Youth Services Inc., The Australian Football League (AFL) Qld, Rockhampton Agricultural Show
Significant school programs:	Excellence, Challenge, Enquiry, Learning (EXCEL) Science, Technology, Engineering and Mathematics (STEM), Queensland Virtual STEM Academy (QVSA)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 11 Heads of Department (HOD), Head of Special Education Services (HOSES), 65 teachers, agricultural science coordinator, two guidance officers, QVSA co-ordinator, Community Education Counsellor (CEC), Youth Support Coordinator (YSC), Business Manager (BM), two administration officers, administration support, four teacher aides, four cleaners, school nurse, school chaplain, four school captains, eight prefects, student representative council, 28 students, 18 parents, tuckshop convenor and school patron.

Community and business groups:

- The Smith Family, Project Booyah, CQUni, AIME, Australian Apprenticeship Support Network (AASN), National Joblink (NJL), School-based Apprenticeships and Traineeships (SAT) employers McDonald's Australia and City Beach Australia, Electrogroup and Deadly Choices.

Partner schools and other educational providers:

- Principals of The Hall State School, Waraburra State School and Allenstown State School.

Government and departmental representatives:

- State Member for Rockhampton and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School Budget Overview
Professional Learning Plan 2019	Whole-School Curriculum Plan
School improvement targets	School differentiation plan or flowchart
School Pedagogical Framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey 2018	Responsible Behaviour Plan for Students
School-based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Staff members articulate that the school has a caring and collegial culture.

The tone of the school is calm, friendly and ordered. The leadership team is committed to high expectations of all students. Leaders express a desire to build positive relationships between teachers and students to maximise engagement and student wellbeing. The school has well established systems and routines.

Community representatives express a sense of pride in the school.

Parents describe a strong sense of community and they value the work undertaken by the principal and staff to support their child. There is a sense of optimism regarding the future of the school. Deliberate and strategic use is made of partnerships with local businesses and community organisations to access resources and support improvements in student outcomes. Parents and members of the community articulate that the strength of the school's partnerships has impacted positively on the public perception of the school as a provider of quality education and strong opportunities for students.

The school leadership team recognises that highly effective teaching is the key to improving learning in the school.

The school's pedagogical framework has been refined over the last four years to reflect a range of Department of Education (DoE) policies and procedures. The framework is unique to the school and includes aspects of contemporary educational research. It is grounded in the documented belief that '*every child can be a successful learner*'. Teachers identify that the school's pedagogy melds aspects of Explicit Instruction (EI), 'Well-Crafted lessons', Seven Steps to Writing Success, Watching Others Work (WOW), collegial engagement strategy, and more recently, aspects of Lyn Sharratt's¹ work.

School leaders identify the importance of effective teaching and learning consistently occurring throughout the school.

School leaders express a desire to further enhance instructional leadership to build professional teams of highly capable teachers providing specific and general learning to build and support teacher capability in meeting the diverse needs of students. The school is committed to developing its expert teaching team by reviewing the current collegial engagement plan. Staff members have participated in collegial engagement as part of whole-school processes that include observations and formal feedback. A school-wide process whereby teachers use data to reflect on their pedagogical practice and its impact on student learning could yet be fully developed.

¹ Sharratt, L. (2019). Sharratt Educational Services (SEG Inc.). Retrieved from <https://www.lynsharratt.com/>



The Learning Engagement Centre is a support hub for students requiring learning support and for special education intervention.

Some students have been verified as having low incidence disability. Individual Curriculum Plans (ICP), designed to support students with a verified disability who are operating below the expected level for their age cohort, are yet to be established. The Head of Special Education Services (HOSES) indicates that these students are accessing the curriculum and assessment with significant modification.

The whole-school curriculum plan is communicated to the community through the school's website.

The junior school curriculum is based on the Australian Curriculum (AC) in all subject areas. The school's documented whole-school curriculum plan outlines the content objectives and assessment items applicable to faculties in Year 7 to Year 10. The document was co-constructed with Heads of Department (HOD). The school's plan is yet to include cross-curriculum priorities and to be fully aligned to the P–12 curriculum, assessment and reporting framework (P–12 CARF).

Teachers are encouraged to tailor their teaching to individual student need.

School leaders recognise the need for differentiated teaching as a strategy to ensure that every student is engaged in learning successfully. Differentiation is identified as one of the priorities in the school's improvement agenda. Planning for differentiation is included in some unit plans. The school has recently established a centralised location in OneSchool for staff members to record differentiated in-class support to students. Many teachers indicate that they wish to further strengthen their capability in differentiated teaching and learning.

Key strategies in the Annual Implementation Plan (AIP) detail the school processes that all staff are expected to implement for improved student achievement and wellbeing.

Roles and responsibilities statements have been developed for the leaders in the school. Leaders speak positively of the effectiveness of the document in guiding school processes and procedures. School staff members are yet to develop precision for quality assuring the implementation of the key school directions with rigour and fidelity.

School leaders ensure opportunities are created for teachers to work together and learn together.

This is achieved by teaching staff members sharing quality pedagogical practices. Staff members comment positively on the collegial nature of the support they receive from their peers in faculties and staffrooms. Staff members express a desire to continually enhance their teaching with evidence of quality teaching apparent across faculties within the school.



2.2 Key improvement strategies

Narrow and sharpen the school's pedagogical framework aligning current offerings towards defining a focused signature pedagogical strategy.

Develop an explicit plan for instructional leadership across the school to support the refined pedagogical framework including a process whereby teachers use data to reflect on their pedagogical practice and its impact on student learning.

Access support such as the region's inclusion coach to quality assure the school's processes to address the needs of students with verified low incidence disability.

Enhance the whole-school curriculum plan to fully incorporate and catalogue the commitment to the general capabilities, particularly for literacy and numeracy, and the cross-curriculum priorities as a key part of the current improvement agenda.

Develop processes to share best practice and further develop the skills of all classroom teachers in providing purposeful and effective differentiation to support the learning of all students, including high achieving students.

Establish Quality Assurance (QA) practices that are communicated to all staff and implemented for effective consistent practice to occur with the key school focus areas.