Rockhampton State High School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Rockhampton State High School** from **18** to **21 April 2023.**

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
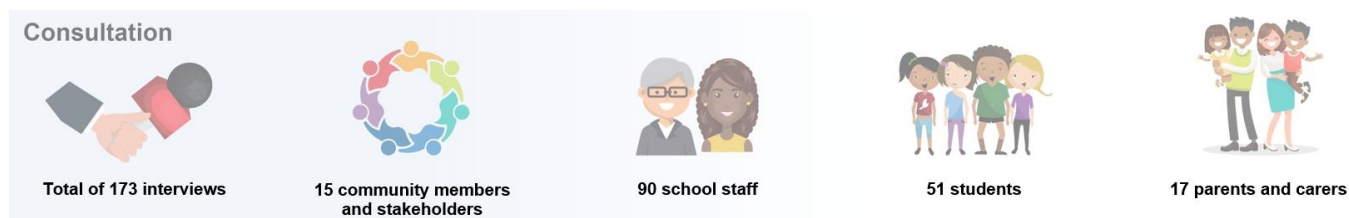
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Benjamin Ward	Peer Reviewer
Wayne Troyahn	External Reviewer
Raelene Fysh	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 173 interviews

15 community members and stakeholders

90 school staff

51 students

17 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Darumbal nation and the Darumbal people of the Darumbal language region.
Education region:	Central Queensland Region
Year levels:	Years 7 to 12
Enrolment:	1250
Indigenous enrolment percentage:	23%
Students with disability percentage:	26.4%
Index of Community Socio-Educational Advantage (ICSEA) value:	926

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **5** to **8 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 916 and the school enrolment was 1118 with an Indigenous enrolment of 22% and a student with disability enrolment of 8%.

The key improvement strategies recommended in the review are listed below.

- Narrow and sharpen the school's pedagogical framework aligning current offerings towards defining a focused signature pedagogical strategy. (Domain 8)

- 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. (Domain 5)

- 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. (Domain 7)

- 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. (Domain 6)

- 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. (Domain 7)

- 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. (Domain 1)

2. Executive summary

2.1 Key affirmations

Established over 100 years ago, the school is held in high regard by the community, with students, parents and staff describing it as 'the best school in the area'.

Parents and community members express that the school is 'known for their high standards and strong discipline'. A strong connection to community is apparent, with some staff members having also been students at the school. The long-term tenure of staff is viewed as a positive aspect. Parents, students, staff, community members, industry representatives and local politicians express strong support for the school.

Staff identify the importance of positive and caring relationships to nurture successful learning.

Staff members actively work to build partnerships with students, parents and the wider community. There is a strong commitment to ensuring all students are valued and safe. Student wellbeing is a focus and is supported through key personnel and teams. Teachers describe their classrooms as inclusive and accepting of all students. Significant community members comment that Indigenous education and student achievement is actively promoted and celebrated.

Most staff speak proudly of the school and express pleasure in being part of the school community.

Staff express high levels of satisfaction in being at the school, and articulate that the high level of support from leaders contributes to this. Teachers praise the collegiality of staff in their staffrooms and faculty teams, and the sharing and support they receive from each other. They comment on the provision of resources and assistance from colleagues which they indicate builds their professional capabilities and encourages shared responsibility for student learning and success. With an intentional focus on wellbeing, staff describe being happy working in the school.

Leaders recognise the importance of building and maintaining relationships with the community and families to ensure a seamless transition to training, further education and work.

With an emphasis on pathways, staff, students and parents speak of the many opportunities provided, with leaders and teachers actively exploring possibilities to further support engagement and post-school options. Strategically developed partnerships with the community, government and non-government organisations, universities, Registered Training Organisations (RTO), and industry groups, are apparent. Leaders and teachers describe how partnerships enhance the learning and wellbeing of all students. Students, families and community members highly value these partnerships and the opportunities they create.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Further develop the instructional leadership of leaders to strengthen their capability to model curriculum planning and lead ongoing discussions regarding curriculum, teaching and learning.

Domain 8: Effective pedagogical practices

Collaboratively document and implement agreed school-wide pedagogical approaches that include high-yield teaching practices and processes to quality assure.

Domain 4: Targeted use of school resources

Prioritise funding for Information and Communication Technology (ICT) hardware and staff Professional Development (PD) to develop staff digital capabilities for enhanced student engagement and relevant skill development.

Domain 3: A culture that promotes learning

Investigate and implement a holistic approach for a student rewards and recognition program to further support attendance, engagement and positive student behaviour.

Domain 7: Differentiated teaching and learning

Provide professional learning opportunities in differentiation practices to develop the capability of all teachers to cater for the needs of all learners.