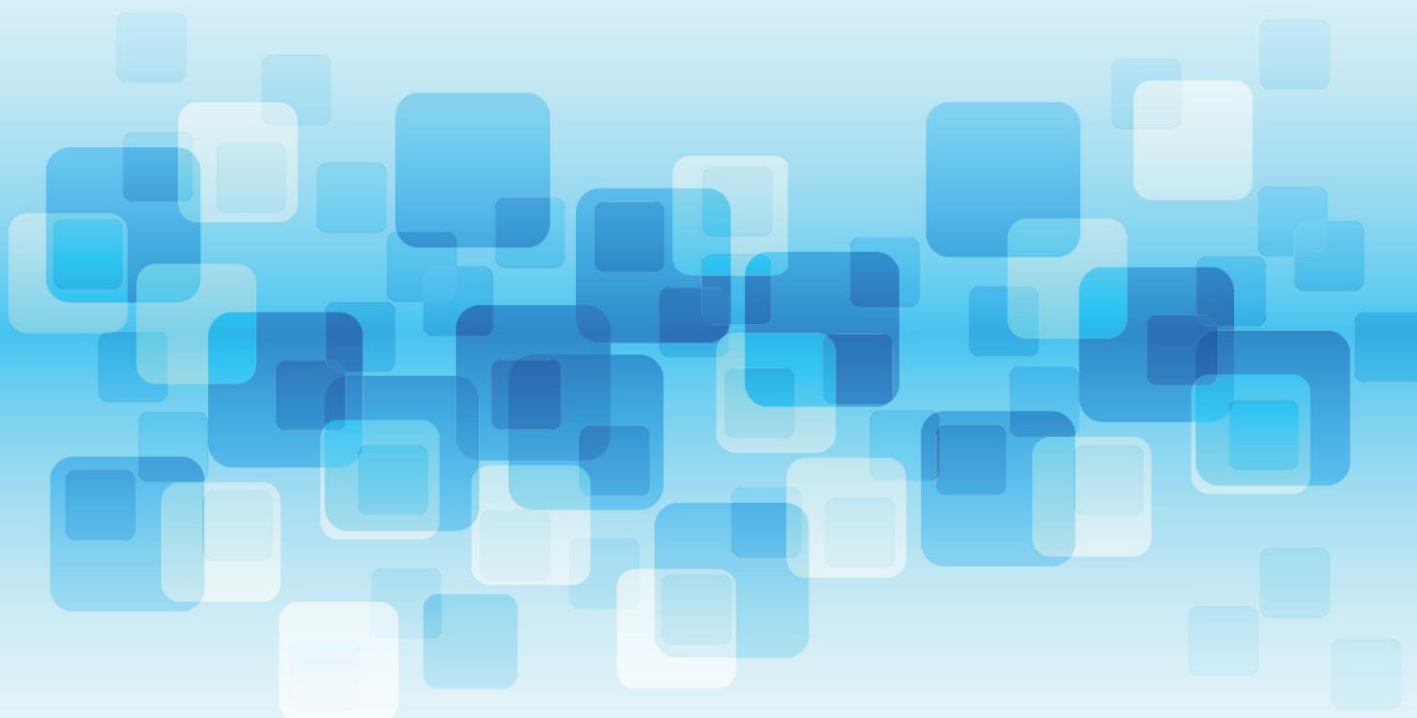




# School Improvement Unit Report

## Stanthorpe State High School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Stanthorpe State High School from 2 to 4 March 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>	2 McGlew Street Stanthorpe
<b>Education region:</b>	Darling Downs South West
<b>The school opened in:</b>	1962
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	674
<b>Indigenous enrolments:</b>	8.4 per cent
<b>Students with disability enrolments:</b>	7.0 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	959
<b>Year principal appointed:</b>	2011
<b>Number of teachers:</b>	59 (full time equivalent)
<b>Nearby schools:</b>	Stanthorpe State School, Broadwater State School, Greenlands State School, Severnlea State School, Glen Aplin State School, Ballandean State School, Wallangarra State School, The Summit State School, Applethorpe State School, Thulimbah State School, Dalveen State School, Pozieres State School, Amiens State School, Texas (P-12) State School, Tenterfield High School (NSW), St Joseph's School (P-12).
<b>Significant community partnerships:</b>	Granite Belt Community of State Schools, Queensland College of Wine Tourism, Granite Belt and Border College of Trades, University of Southern Queensland, YMCA Stanthorpe, Southern Downs Regional Council.
<b>Unique school programs:</b>	Italian Immersion Program, Banca Ridge Wine Tourism Industry Links Program, Differentiated Senior Timetable – VET Pathway & Authority Pathway, Gateway School to Agribusiness, Gateway School to Food Wine and Tourism, International Study Tours - Italy and California



### 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 and two deputy principals
  - Eight Heads of Department (HODs) and Head of Special Education Services (HOSES)
  - 20 teachers and guidance officer
  - Business Services Manager (BSM)
  - School chaplain, youth worker, nurse and work education officer
  - Schools officer, eight cleaners, grounds staff, four administration officers
  - 70 students
  - Parents and Citizens' Association (P&C) president, canteen convenor and two canteen workers, eight parents
  - Three principals of three feeder primary schools
  - Six community and business partners

### 1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Barry Courtney	Internal reviewer, SIU
Valerie Hadgelias	Senior Reviewer, SIU



## 2. Executive summary

### 2.1 Key findings

- The school leadership team has developed a sharp and narrow agenda for improvement, based on a culture that is underpinned by a moral purpose to make a difference in the lives of students.

Staff members, students and parents understand this improvement agenda to be ‘the main game’. In 2016 the key focus for the Explicit Improvement Agenda (EIA) has changed to junior secondary after a number of years focussing on senior school priorities, which are now well-embedded, sustainable and achieving notable student outcomes.

- School leaders give a high priority to the school-wide analysis and discussion of systematically collected data on student outcomes.

Data is used regularly to place, track, monitor and intervene as necessary to guide student learning. Leaders also use this data to inform programs and resourcing across the school. The leadership team and staff are committed to improving National Assessment Program – Literacy and Numeracy (NAPLAN) performance. A NAPLAN strategy is in development with an emphasis on improvement in Upper Two Bands (U2B) reading and numeracy and relative gain.

- The tone of the school reflects a school-wide commitment to purposeful, successful learning.

A strong sense of pride and caring pervades the school. High levels of trust are apparent across the school community. Shared responsibility for student outcomes is evident through the commitment of teachers to the learning and wellbeing of every student.

- The school takes an innovative enterprise approach to sourcing and applying resources in order to optimise pathways and outcomes for students.

The Granite Belt and Border College of Trades, College of Wine Tourism and the agriculture and horticulture program are widely recognised as providing real-life industry standard educational opportunities for students. These operate at cost neutral, ensuring every child can access high cost courses at little or no cost to themselves.

- The principal and other school leaders see the development of staff members into an expert and coherent teaching team as central to improving outcomes for students.

The school expects all teachers to be highly committed to continuous improvement in their own teaching and school leaders place high priority on the ongoing professional development of all staff members. School leaders participate in professional learning activities alongside teachers.



- Over recent years classrooms have become more de-privatised and an informal approach to observation and feedback is emerging.

A school-wide systematic process of observation and feedback has not yet been developed.

- The school places a high priority on ensuring that teachers, in their day to day teaching, identify and address the learning needs of individual students.

The school has a strong belief that structural differentiation supports effective teaching by narrowing the range of differentiation required by teachers. While some teachers indicate they feel confident in their ability to differentiate for the range of students in their classes this is not consistent across the school. There is no whole-school approach to personalised learning in place.

- Explicit Instruction (EI) is the pedagogical model being implemented across the school.

The school has a documented pedagogical framework but it lacks clarity and specificity with respect to the implementation of the EIA agenda.

- School leaders have accepted personal responsibility for driving improvements in teaching throughout the school.

A strong collegial culture of mutual trust and support amongst teachers and school leaders is evident. Deputy principals and Head of Special Education Services (HOSSES) act as instructional leaders and model effective teaching strategies to staff. Currently the involvement of Heads of Department (HODs) in this process varies across the school.

- The school is held in high regard by parents and the wider community.

The leadership team make deliberate and strategic use of partnerships with local businesses, tertiary providers and community organisations to enhance opportunities for students and improve outcomes. These partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations.



## 2.2 Key improvement strategies

- Further develop and refine a clearly articulated and well communicated NAPLAN strategy for the school. Use this as the driver for improvement in NAPLAN outcomes and teachers' data literacy.
- Implement a structured and school-wide process for observation, feedback and coaching that aligns with the explicit improvement agenda.
- Provide focussed professional development around effective differentiation. Use staff members' expertise to share best practice and build teacher expertise.
- Develop an implementation plan for EI including targets and timelines and quality assure for consistency across the school.
- Support the HODs in developing the capacity of their teams through their role as instructional leaders.