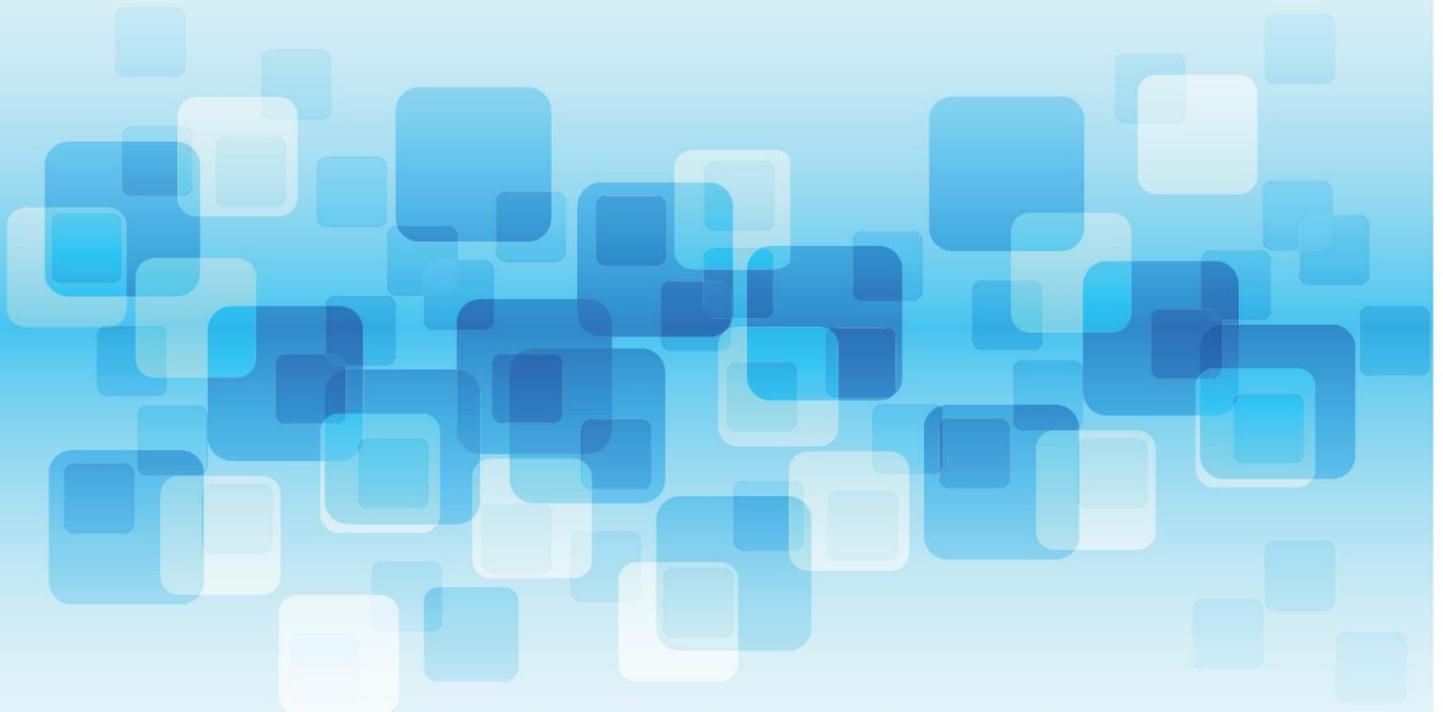




School Improvement Unit Report

Rockhampton State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Rockhampton State High School from 21 to 24 July, 2015. 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

Location:	Campbell Street, Wandal Rockhampton
Education region:	Central Queensland
The school opened in:	Original Site: 1919, Current Site: 1961
Year levels:	Year 7 to Year 12
Current school enrolment:	1237
Indigenous enrolments:	17 per cent
Students with disability enrolments:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	929
Year principal appointed:	2013
Number of teachers:	88
Nearby schools:	Rockhampton Grammar School, Rockhampton Girls Grammar School, Emmaus College, The Cathedral College Rockhampton
Significant community partnerships:	Central Queensland University, FEET First, Reconnect, Darumbah Youth Service, Epic Employment and AgForce
Unique school programs:	Agricultural Studies and Trade Training Centre - Certificate II Engineering



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 four days
- interviews with staff, students, parents and community representatives, including:
 - Principal and three Deputy Principals
 - 12 Heads of Department (HODs) and Head of Special Education Services (HOSES)
 - Business Services Manager (BSM)
 - Guidance officer, Master teacher and Great Results Guarantee teacher
 - Two Advanced Teaching and Learning teachers
 - Eight Year Level Coordinators
 - 62 classroom teachers
 - Youth Support Coordinator, Community Education Counsellor and Community Indigenous Elder
 - Full Education, Employment or Training (FEET) First coordinator
 - Four teacher aides, transition officer, computer assistant and administrative officer
 - Senior leaders, Indigenous students and over 100 students across various year levels
 - President of the Parents and Citizens' (P&C) Association, two other members of the P&C Executive and six parents
 - Principals of Waraburra State School and Allenstown State School
 - Four community representatives

1.4 Review team

Shona McKinlay	Internal Reviewer, SIU (review chair)
Jeff Major	Internal Reviewer, SIU
Ross Clark	External Reviewer



2. Executive summary

2.1 Key findings

- The school leadership team have a strong conviction that improved teaching is the key to improved student learning.

School leaders have clear and well-known positions on the teaching that they expect to see occurring across the school. There is a well-documented and researched pedagogical framework that is being enacted in most classrooms. Time is spent with teachers observing their practice, providing feedback on classroom practices and teaching and working with teachers to build their capacity.

- Significant positive changes are occurring as part of the school's improvement agenda.

The school leaders (principal and deputy principals) have developed an agenda for improvement which is driven by data associated with system and school priorities. They are actively engaged in planning a broad and extensive strategic approach to change.

- The school has seen improvement in the number of school disciplinary absences.

The school has documented strategies to promote appropriate behaviour, clear expectations and agreed responses and consequences for in appropriate student behaviour. The implementation of the behaviour procedures in the junior school are clear and generally enacted. There is much less teacher satisfaction with regard to the behaviour management procedures for Years 10, 11 and 12. The current behaviour management process impacts significantly upon the school leadership team.

- School leaders clearly articulate high expectations in regards to curriculum delivery for all staff to ensure the curriculum is delivered in an effective way.

The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian Curriculum and other system curriculum documents, for example, the Queensland Curriculum.

A number of teachers and support staff are involved in the delivery of support for students with literacy and numeracy difficulties but these roles and strategic approach are unclear. The school is yet to develop an explicit literacy and numeracy plan which includes a whole-school approach to all aspects of literacy and numeracy.



- The school differentiates instruction on a structural level through Years 7 – 10 mathematics and English extension classes and the Languages other than English (LOTE) withdrawal for students requiring literacy and numeracy support.

Some teachers discuss planning for a variety of activities to engage identified groups of learners. However, differentiated, data-informed practice to support the learning needs of individual students is not yet embedded in all curriculum areas. Examples of best practice are evident in some curriculum areas and in some classrooms.

- The school is highly regarded and particularly well known for its agricultural program, sport and its support to students with special needs.

The school is developing strategies to further the excellence agenda by building community confidence in a broader range of programs being offered particularly in music and academic excellence.

- There is strong collegial support within the school and recruiting a full complement of teaching staff and a permanent senior executive leadership team are priorities.

Like many regional schools this school has vacancies in the teaching workforce and experiences challenges in maintaining a permanent senior executive leadership team which is impacting upon the ability to deliver school priorities.

- There is evidence of a plan to establish moderation and collaborative processes across the school with clear timelines and expectations.

There is evidence that moderation is becoming integrated practice across the school. Expectations for teachers and consistent collaborative practices to identify and maintain appropriate standards are developing. Some moderation with other local state high schools has occurred in the junior school.



2.2 Key improvement strategies

- Continue to develop and refine the pedagogical framework.
- Ensure that the strategic plan over the next four years has a narrow and sharp focus with staged implementation.
- Engage the full school community in a review of the behaviour management policy, structures, staff and processes to address concerns relating to classroom behaviour and policy implementation in order to reduce the impact of poor behaviour upon classroom learning and to allow the school leaders to strategically lead school priorities.
- Develop an explicit literacy and numeracy plan including whole school teaching strategies for all aspects of literacy and numeracy. Refine the roles and adopt a strategic approach to the work of literacy and numeracy personnel.
- Model best practice differentiated pedagogy in classrooms and provide professional development to staff to enhance effective differentiation to the full range of students.
- Develop a communication and marketing strategy to promote the school's excellence agenda.
- Work with regional staff to review the school's workforce plan and identify opportunities to recruit staff to maximise student learning, optimise school offerings and support strategic leadership.
- Fully implement the planned moderation process.