

St George State High School

Executive Summary





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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 **St George State High School** from **4 to 6 June 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) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Ray Johnston	Internal reviewer, SIU (review chair)
Peter Townsend	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Victoria Street, St George
Education region:	Darling Downs South West Region
Year opened:	1978
Year levels:	Year 7 to Year 12
Enrolment:	208
Indigenous enrolment percentage:	54 per cent
Students with disability enrolment percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	844
Year principal appointed:	2019
Day 8 staffing teacher full-time equivalent (FTE):	23
Significant partner schools:	St George State School
Significant community partnerships:	St George Cadet Corps, St George Little Athletics, St George Soccer Club, Queensland Police Service (QPS), Goolburri Aboriginal Health Advancement
Significant school programs:	School agriculture program, school agriculture – sheep – show teams, school chaplaincy, Remote Area Teacher Education Program (RATEP)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- 27 teachers, including principal, deputy principal and three Heads of Department (HOD), Business Manager (BM), six teacher aides, two administrative staff, two schools officers, scientific operations officer, Community Education Counsellor (CEC), Youth Support Coordinator (YSC), cleaner, 16 parents and 36 students.

Community and business groups:

- Senior practitioner from Goolburri Aboriginal Health Advancement – St George, vice-president St George Little Athletics, Police Liaison Officer (PLO) from QPS – St George and representatives from Lifeline Darling Downs and South West Queensland, St George Aboriginal Housing Company, Care Balonne Association Inc., St George Soccer Club and 142 Army Cadet Unit St George.

Partner schools and other educational providers:

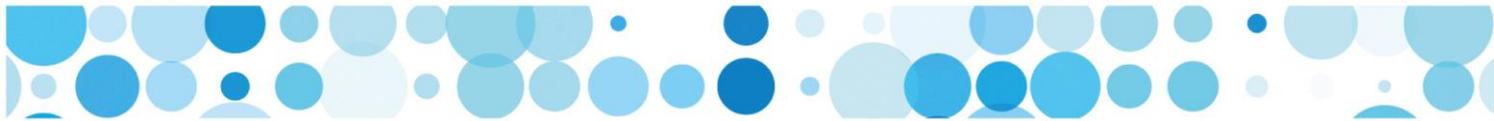
- Principal of St George State School and principal of Dirranbandi P-10 State School.

Government and departmental representatives:

- State Member for Warrego, Mayor of Balonne Shire Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School improvement targets
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
School Opinion Survey 2018	School budget overview
School pedagogical framework	Curriculum planning documents
School-produced data sets	OneSchool
School newsletters and website	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

The school places a high priority on developing a systematic approach to curriculum delivery.

The school has established a curriculum working committee to strategically develop curriculum in junior secondary. Year level plans are developed for core subjects that show alignment with the Australian Curriculum (AC). These map achievement standards and content descriptors across each term. Associated marking guides are additionally developed.

School leaders view reliable and timely data as essential to the school improvement agenda.

Teachers report they analyse class data at the start of the year to ensure they have a clear understanding of the class profile. The senior schooling Head of Department (HOD) takes a lead role with teachers in monitoring and tracking student achievement in the senior years towards Queensland Certificate of Education (QCE) attainment.

School leaders recognise the need to deploy a range of resources, including Human Resources (HR), to support the priorities of the school.

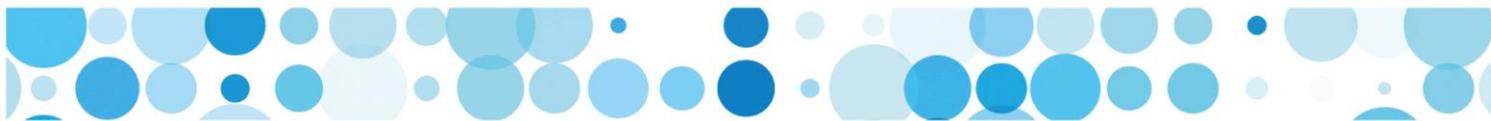
Investing for Success (I4S) funding targets priority school initiatives and is used to employ additional teaching staff, purchase additional teacher aide time, support Positive Behaviour for Learning (PBL), increase Youth Support Coordinator (YSC) time and purchase reading resources. The site has a range of facilities to meet the learning needs of students in the school. These include the newly renovated skills centre for senior students.

The school leadership team is committed to improving learning outcomes for all students at the school.

The school has identified improvement priorities in the school's Annual Implementation Plan (AIP) 2019. These priorities are Explicit Instruction (EI), reading, positive learning culture and engagement. Associated targets are included in the AIP and the I4S documents. The leadership team acknowledges that a clear and precise Explicit Improvement Agenda (EIA) is yet to be developed.

School leaders indicate they are seeking to build a culture whereby positive and caring relationships exist between staff, students and parents and members of the wider community.

Many members of the school community convey a growing perception that the school principal is recognised as a school leader who is focused on establishing a school environment that will reflect high expectations for all students to engage and to learn successfully. There is general agreement amongst school leaders and other staff, and many students, parents and members of the wider school community, that student behaviour is currently a significant issue for the school community.



The deployment of staff to best suit the needs of students is a focus for the leadership team.

A process to deploy teachers and teacher aides to classes that takes into account the factors of experience, subject knowledge and capabilities is yet to be a consultative, well-understood and routine school-wide process.

School leaders view the ongoing development of teaching expertise as central to improving student outcomes.

Teachers access a range of professional learning opportunities, including school professional development days, regional workshops, visits to other schools and learning delivered by regional personnel at the school or in the cluster. Most teachers are yet to routinely receive coaching and feedback on their classroom practice from colleagues or supervisors.

School leaders place a priority on attracting and retaining staff to match the requirements of the school.

Many teachers value the informal and collegial sharing that occurs with colleagues. A systematic program for beginning and returning teachers offers fortnightly professional learning, mentoring, observation and feedback for teachers in their first or second year of teaching, or who are returning to teaching. This program is highly regarded by these teachers. A number of teachers show high levels of expertise in their teaching field and other teachers articulate how they appreciate being able to access this expertise.

The school values partnering with parents, families, other education and training institutions, local businesses and community organisations.

The school actively seeks partnerships with local businesses and community organisations to support work experience opportunities. The school is involved in local community events including ANZAC Day, Lions Clubs Australia – Youth of the Year and showing livestock in the local agricultural shows. A school biennial musical provides opportunities for the school community to come together to celebrate the showcasing of student talent.



2.2 Key improvement strategies

Collaboratively develop, implement and monitor a systematic and consistent whole-school approach to managing student behaviour.

Collaboratively analyse school performance data trends to identify a narrow EIA agenda that clearly articulates desired, measurable improvement in key student outcomes, to which all staff are committed and share accountability.

Develop consultative, well-understood and routine processes to match the experience and capability of staff to student needs in the deployment of teachers and teacher aides to classes.

Develop a well-owned, systematic and differentiated program that allows teachers to receive useful and valued feedback that enhances their classroom practice.