

St George State High School

# School review report



## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **St George State High School** from **8 to 11 May 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. 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.

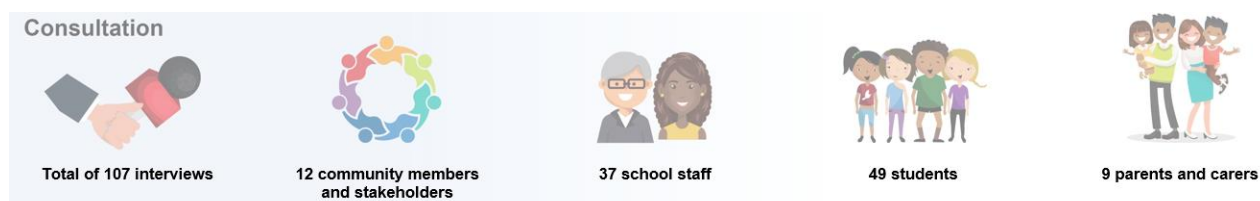
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

### 1.2 Review team

Cameron Hodges	Senior Reviewer, SRR (review chair)
Scott Curtis	Internal Reviewer
Valerie Hadgelias	External Reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	We acknowledge the traditional owners of the lands on which St George State High School is located.
<b>Education region:</b>	Darling Downs South West Region
<b>Year levels:</b>	Years 7 to 12
<b>Enrolment:</b>	216
<b>Indigenous enrolment percentage:</b>	61%
<b>Students with disability percentage:</b>	21%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	860

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **4 to 6 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 844 and the school enrolment was 208 with an Indigenous enrolment of 54% and a student with disability enrolment of 16%.

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

- Collaboratively develop, implement and monitor a systematic and consistent whole-school approach to managing student behaviour. (Domain 3)
- Collaboratively analyse school performance data trends to identify a narrow Explicit Improvement Agenda (EIA) that clearly articulates desired, measurable improvement in key student outcomes, to which all staff are committed and share accountability. (Domain 1)
- 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. (Domain 4)
- Develop a well-owned, systematic and differentiated program that allows teachers to receive useful and valued feedback that enhances their classroom practice. (Domain 5)

## 2. Executive summary

### 2.1 Key affirmations

**The leadership team are united in their focus of implementing an improvement agenda to provide the best possible environment and opportunity for teaching and learning.**

Leaders, staff, parent representatives and community leaders are cohesive in their belief that a school that services the needs, pathways and aspirations of local youth and their families is their preferred future. Leaders detail that findings from the school review will inform the next School Strategic Plan (SSP). A published roles and responsibilities document for all leaders outlines the key areas of responsibility in managing school operations and student support.

**The leadership team describes the development of staff into an expert teaching team as central to improving student outcomes.**

Many staff have high levels of confidence in teaching in their curriculum fields. Most staff members affirm their commitment to building a culture of continuous professional improvement. Staff speak highly of each other, and a strong, collegial culture is apparent. A broad range of professional learning and collaboration is regularly made available to staff. External assistance in developing capability across a range of areas is actively sought.

**Many teachers identify an interaction with data that supports data-informed practice.**

A number of teachers describe how they use students' Level of Achievement (LOA) data independently for a range of reasons. They cite that this data may be used to build a class profile or track learning progression. Leaders and teachers identify the importance of monitoring student behaviour and attendance data. Structures enable key staff to respond to behaviours as they arise and connect with families to support proactive attendance. An identified priority from leaders is the need to collect and analyse disaggregated data, considering the broad range of priority equity cohorts.

**Many teachers indicate that the notion of an inclusive environment 'is the right work'.**

Teachers provide examples of how the school is welcoming of students from a variety of social, cultural, community and family backgrounds, and of all abilities. Leaders identify data that indicates the range and breadth of complexity in students' needs. A school referral team and process is established to drive an approach to students' referral and response. The team comprises a range of staff who contribute their expertise and consideration towards identifying strategies to support students. Many teachers are aware of the need to differentiate their practice to support curriculum engagement and learning.

**Renewing the agriculture program has been prioritised.**

A range of ways to incorporate the agricultural context within units across the curriculum have been identified. Extensive extracurricular options in agriculture are co-delivered with community partners, and a range of industry partners work with the agricultural department to develop student and staff capability. Industry partners facilitate visits to local farms and the cotton gin, a 'Teach the Teacher' site-based Professional Development (PD) workshop, and the provision of guest speakers. Industry representatives praise staff engagement in these activities, and are optimistic for the continued strengthening of these relationships, and of the benefits for students.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Co-create with key community stakeholders, a school charter to articulate an explicit narrative of the benefits of a local education founded upon a culture of high expectations.

Co-create with the Lead Principal, action plans with specific, measurable outcomes and success criteria for each identified school priority with a regular monitoring schedule to support implementation of the Explicit Improvement Agenda (EIA).

### **Domain 3:** A culture that promotes learning

Quality assure the implementation of Positive Behaviour for Learning (PBL) to ensure consistent and rigorous practice is embedded across the school.

### **Domain 6:** Systematic curriculum delivery

Revise and refine the whole-school curriculum plan to ensure it aligns with requirements of the Australian Curriculum (AC) and P-12 curriculum, assessment and reporting framework (P-12 CARF).

### **Domain 7:** Differentiated teaching and learning

Enact the whole-school agreed inclusive approaches framework to support all staff to know their responsibility and accountability in driving differentiated teaching and learning, aligned to P-12 CARF expectations.