



# School Improvement Unit Report

## North Rockhampton State High School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at North Rockhampton State High School from 27 to 29 April 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

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|--|--|
| <b>Location:</b>   | Berserker Street, Frenchville  |
| <b>Education region:</b>   | Central Queensland Region  |
| <b>The school opened in:</b>   | 1956   |
| <b>Year levels:</b>  | Year 7 to Year 12  |
| <b>Current school enrolment:</b>                                     | 942  |
| <b>Indigenous enrolments:</b>  | 18 per cent  |
| <b>Students with disability enrolments:</b>                          | 6 per cent   |
| <b>Index of Community Socio-Educational Advantage (ICSEA) value:</b> | 940  |
| <b>Year principal appointed:</b>                                     | 2015 (acting)  |
| <b>Number of teachers:</b>   | 82 (full-time equivalent)  |
| <b>Nearby schools:</b>   | Frenchville State School, Berserker Street State School, Mount Archer State School.      |
| <b>Significant community partnerships:</b>                           | The Frenchville Club, Central Queensland University, The Queensland Rural Fire Services. |
| <b>Unique school programs:</b>                                       | Hospitality Trade Training Centre, The Sport Talent Extension Program.                   |



### 1.3 Review methodology

The review was conducted by a team of four 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, two deputy principals, 10 Heads of Department (HOD) and Head of Special Education Services (HOSES)
  - Pedagogical coach, master teacher and Business Services Manager (BSM)
  - Guidance officer, chaplain, youth support coordinator and Community Education Councillor (CEC)
  - 38 teachers, 17 non-teaching staff members, attendance officer and Tuckshop convenor
  - Senior and junior student leaders and a group of Indigenous students
  - A number of students in classes and in the playground
  - Parents and Citizens' Association (P&C) president, vice president and a number of parents
  - Principal Berserker Street State School and deputy principal Frenchville State School

### 1.4 Review team

|                |                                       |
|----------------|---------------------------------------|
| Jeff Major     | Internal reviewer, SIU (review chair) |
| Alan Whitfield | Internal reviewer, SIU                |
| Sharon Barker  | Peer reviewer                         |
| Trevor Gordon  | External reviewer                     |



## 2. Executive summary

### 2.1 Key findings

- The school leadership team is committed to improving outcomes for all students.

The school has established an improvement agenda, which expresses specific targets, strategies and expectations for all staff members and students. The roles and responsibilities of key leaders in the implementation of this agenda are not yet completely clear.

- Staff members recognise that students need to improve writing skills.

Most teachers use the *type 1 writing* in their classes based on the John Collins<sup>1</sup>, *Five Types of Writing* program. This is introduced with varying levels of staff members' understanding and professional development occurring.

- School leaders, staff members and parents articulate that improvement in attendance is a focus.

The leadership team has a strong personal commitment to the improvement of student attendance and has collaboratively implemented a range of positive recognition strategies. The appointment of an attendance-monitoring teacher is viewed as a proactive measure to improve class attendance. Students attending 85 per cent or less of the school year have shown some improvement. This remains an area for attention.

- The Responsible Behaviour Plan for Students (RBPS) is designed to allow students to achieve their behavioural goals and fulfil the goals of the school mission statement.

Teaching staff acknowledge that the school provides development activities in the Essential Skills for Classroom Management (ESCM). Teachers are at different developmental stages in the effective application of ESCM in their classroom practice. Uptake in the school of the parallel classroom-profiling program is varied. Staff members acknowledge that behaviour has an impact on the quality of learning experiences and the time available for instruction.

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<sup>1</sup> Collins, J. J. (2007). *The Collins writing program: Improving student performance through writing and thinking across the curriculum*. Collins Education Associates.



- The principal and other school leaders view the development of staff members as important in the improvement of outcomes for students.

A structured whole-school coaching program focussed on enhancing teacher capability is yet to be implemented. This personal commitment to the improvement of teaching and openness to constructive feedback from colleagues is not yet fully established.

- Many elements of a curriculum plan: subject curriculum documents, assessment and pedagogy are developed and are being implemented.

The school is yet to develop an overarching curriculum plan, which articulates the purpose, goals and objectives of teaching and learning in the school.

- The 2016 pedagogical framework documents whole-school approaches towards differentiated curriculum programs that actively promote learning for all students who differ in abilities, knowledge and skills.

The approach defines a three-step process: *Know the Curriculum Intent*, *Know Your Students* and *Vary the Pathways*. The framework is in the beginning stages of implementation.

- A broad and uniform school-wide pedagogy is identified as a priority in the Annual Implementation Plan (AIP).

The pedagogical framework is being developed by the principal and master teacher and draws on research to provide direction for the school. Feedback on the draft document is requested through faculty leaders, prior to a planned implementation across the school.



## 2.2 Key improvement strategies

- Develop a specific statement of roles, responsibilities and accountabilities for all school leaders that detail key actions, accountabilities and implementation timelines.
- Embed writing strategies, supported by professional development, to improve outcomes and review the impact these strategies are having regarding student achievement.
- Review the range of strategies and provide clarity in the roles of staff members deployed to improve attendance of students, including Indigenous students.
- Strengthen behaviour management processes across the school to build upon teacher expertise and student capability to engage in the classroom program.
- Develop a strategic and systematic whole-school approach to the provision of observation, coaching and feedback for all staff members.
- Develop a process, which will enable subject-area curriculum leaders to share their knowledge and learn from each other. Use this shared knowledge to build a common understanding of curriculum and, develop and implement a whole-school curriculum plan.
- Implement the documented differentiation and student-centred planning strategy with appropriate professional development.
- Complete and embed the pedagogical framework to ensure consistency of practice and understanding across the school.