School Improvement Unit
Report

Chinchilla State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Chinchilla State School from 22 to 24 August 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Bell Street, Chinchilla</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs South West Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1883</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>600</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>16 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>5.8 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>960</td>
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<tr>
<td>Year principal appointed:</td>
<td>2016</td>
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<tr>
<td>Number of teachers:</td>
<td>30.2 full time equivalent</td>
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<tr>
<td>Nearby schools:</td>
<td>Chinchilla State High, Burra Burri State School, Brigalow State School, Warra State School, Monogorilby State School, Kogan State School</td>
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<td>Significant community partnerships:</td>
<td>Chinchilla Interagency Team</td>
</tr>
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<td>Significant school programs:</td>
<td>Author in Residence, Brisbane Writers Festival, Brisbane Show Camp, Dynamic Deadlies, Deadly Digits, Gifted and Talented Camp, Curriculum Support Officers</td>
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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, two deputy principals, Head of Curriculum (HOC) and Head of Special Education Services (HOSES)
  - 32 teachers, 16 teacher aides and three curriculum support officers
  - Guidance officer and Speech Language Pathologist
  - Business services manager (BSM) and administration officer
  - 20 parents
  - 50 students and two past students
  - Schools officer and three cleaners
  - Chaplain
  - Local high school principal
  - Three Parents & Citizen’s members
  - Police officer

1.4 Review team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Lesley Vogan</td>
<td>Internal reviewer, SIU review chair</td>
</tr>
<tr>
<td>Evan Willis</td>
<td>Peer reviewer</td>
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<tr>
<td>Bob Cole</td>
<td>External reviewer</td>
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2. Executive summary

2.1 Key findings

- The tone of the school is positive and friendly and a strong commitment by staff members to support student learning and wellbeing is apparent.

  Students communicate that they feel cared for by staff members and that positive relationships exist within the school amongst staff members, parents and students.

- The school has clear expectations for how students should behave and interact with one another.

  School rules are well known and most teachers express confidence in implementing Positive Behaviour for Learning (PB4L) processes to effectively manage and support student behaviour.

- Staff members are optimistic with the direction of the school but express a need to consolidate and build on current school programs and initiatives.

  The school leadership team acknowledges that the improvement agenda is too broad and does not reflect the school focus at this time. Members of the leadership team have roles and responsibility statements that are yet to align with the improvement agenda.

- The school administration and curriculum leadership team place a high level of importance on data collection and analysis.

  A wide array of data collection tools are utilised across the English, mathematics and science learning areas. Data is displayed in varying formats across the school and in some instances is referred to by students and class teachers. The leadership team acknowledges the need to review the strategic and systematic collection and use of data and the roles of the leadership team in this process.

- Approaches to in-class differentiation are not yet consistent and teachers recognise a need for further development in this area.

  Class differentiation is focused on group-based curriculum delivery, particularly in the areas of reading and spelling. Curriculum support officers assist teachers in establishing groups and identifying key teaching and learning sequences in response to gathered data. Teachers recognise the need for further development in supporting students with learning difficulties and those requiring extension.

- The school is developing a coherent, sequenced plan for curriculum delivery that will outline consistent teaching and learning expectations for all year levels.

  The Head of Curriculum (HOC) and curriculum support officers are currently reviewing all curriculum documents with a focus on English to ensure clarity of what teachers will teach and the alignment of school curriculum horizontally and vertically.
Many staff and community members report that the local community is currently struggling to keep up with the demand for a range of services due to its rapidly growing and changing population.

It is articulated by many staff and community members that they would like better communication to exist among the school staff members and between the school and the parents and broader community. A parent and community engagement framework is yet to be developed.

The school is highly regarded by parents and the wider community.

The school leaders and staff members are highly respected by the broader Chinchilla community. Local businesses are happy to sponsor the school financially through their chief fundraisers.
2.2 Key improvement strategies

- Narrow and sharpen the school explicit improvement agenda, including targets for improvements, timelines for actions and clear roles and responsibilities for all stakeholders.

- Develop consistent school-wide data processes and staff members’ data literacy skills to enhance student learning outcomes.

- Establish a consistent approach to in-class differentiation including learning support and extension for identified gifted and talented students.

- Build a coherent, sequenced plan for curriculum delivery by expanding on the work currently in progress regarding the school English curriculum.

- Collaboratively develop a school plan for whole of community engagement including an effective communication strategy.