School Improvement Unit
Report

Charleville School of Distance Education
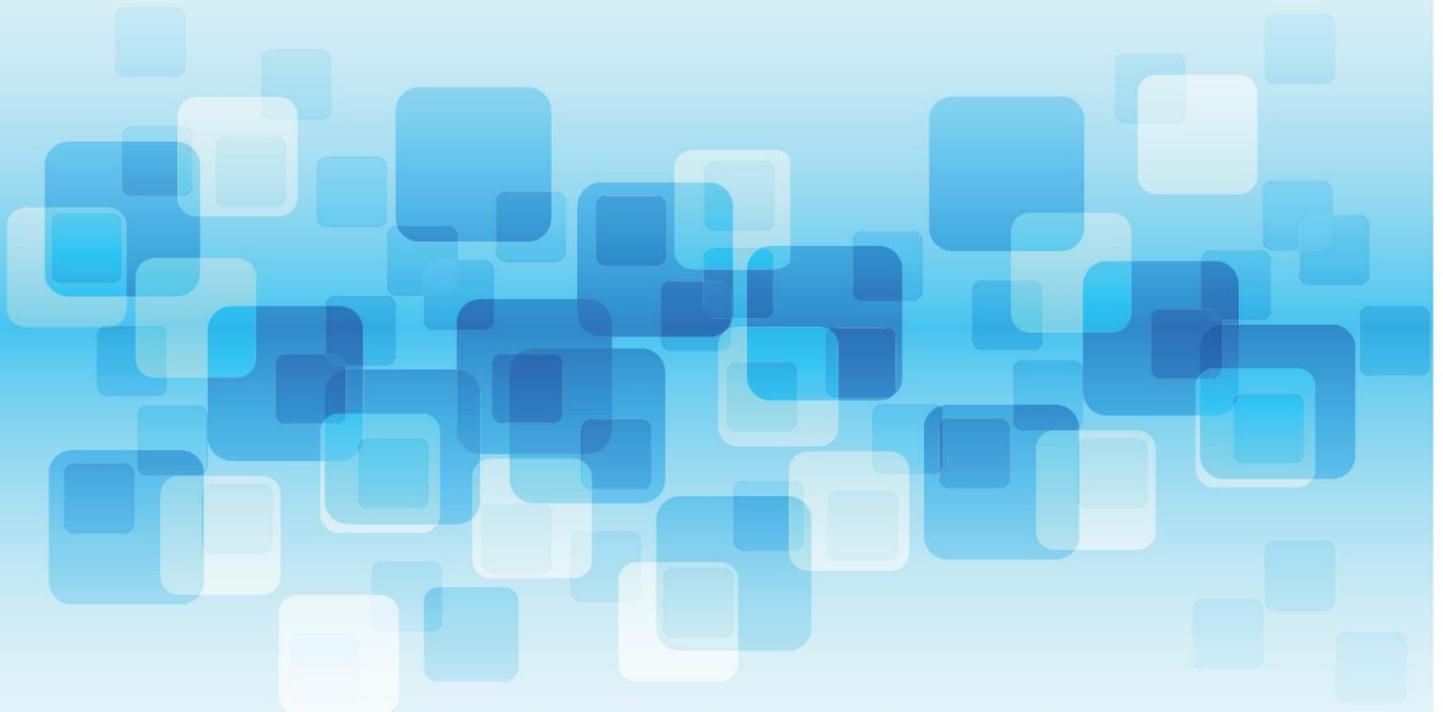
Contents

1. Introduction

1.1 Background

This report is a product of a review carried out at Charleville School of Distance Education from 23 to 25 May 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

Location:	Parry Street, Charleville
Education region:	Darling Downs and South West Region
The school opened in:	1966
Year levels:	eKindy to Year 10
Current school enrolment:	162 plus 49 part-time
Indigenous enrolments:	5 per cent
Students with disability enrolments:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1000
Year principal appointed:	2008
Number of teachers:	23 (full-time equivalent)
Nearby schools:	Charleville State High School, Charleville State High School
Significant community partnerships:	Bulloo Shire Council, Western Alliance, Charleville Alliance of State Education, Schools of Distance Education Alliance, Parents & Citizens' Association
Significant school programs:	

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

  - Deputy principal

  - Head of Department (HOD) curriculum

  - Master teacher

  - Specialist teachers – two Support Teacher Literacy and Numeracy (STLaN), Specialist Education Program (SEP), guidance officer, digital learning facilitator

  - Parent liaison officer

  - 12 primary teachers and three secondary teachers

  - Six parents

  - 20 students

  - Principals of local high school and primary school

1.4 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Rowena Arthur	Peer reviewer
Murray Barnett	External reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.

2. Executive summary

2.1 Key findings

- The school actively seeks ways to enhance student learning and wellbeing by partnering with students and their families, other education and training institutions and local communities.

  The school is recognised as a hub of the community. It is held in high regard and the partnerships between community members and the school is valued. Considerable efforts are made to sustain these partnerships. There is a strong sense of community pride in the school.

- The school is driven by a deep belief that all students can succeed.

  This belief stems from the development of a culture built on a universal acknowledgement of the importance of supporting and maintaining a learning environment that establishes expectations for learning and supports the wellbeing of students.

- The school has a coherent, sequenced and documented curriculum for Prep to Year 10.

  The school uses the Curriculum into the Classroom (C2C) Individual Learning Materials (ILM) resource units, selected eTeach units developed by the Schools of Distance Education and the Connected Learning Curriculum (CLC) units. This curriculum includes a focus on the development of cross-curricular skills, literacy and numeracy, Information and Communications Technology (ICT), and intercultural understanding.

- A collegial culture of trust and mutual respect is apparent amongst the school leadership team, teaching and non-teaching staff, administration staff, and home tutors.

  Interactions between staff members, students, parents and home tutors are respectful and inclusive. Relationships are based on empathy and positivity. Staff morale is at a high level and many staff go out of their way to find opportunities to be supportive of colleagues.

- The school is committed to all students achieving, and an agenda is driven to personalise learning for all students.

  Differentiated instruction is viewed as the way to ensure the needs of learners are considered appropriately in the teaching and learning process. Class teachers deliver differentiated instruction for high achieving and students requiring support in their on-air lessons and during field services. The home tutor is able to personalise the learning for students in the home environment on a daily basis. This is usually done in consultation with the teacher.

- Staff members are committed to implementing an improvement agenda which focuses on improving teacher and home tutor practice in the delivery of reading, writing and mathematical learning.

  Staff members are able to articulate the school's priority areas and talk of how they are implementing strategies to address the learning needs of students in these areas. There is some inconsistency of practice with the implementation of these agenda items and documented expectations for curriculum delivery in these areas is yet to be developed.

- A schedule for the collection of data in literacy and numeracy is established.

  Staff members' data literacy skills in the analysis, interpretation and use of classroom data are variable. Regular analysis and in-depth discussion of student data and collaborative planning of strategies for continuous improvement of student outcomes is yet to be fully established at the school.

- Staff members recognise that highly effective teaching is the key to improving student learning.

  To ensure that every student is engaged and learning in every lesson successfully, the school has developed agreed pedagogical practices drawing on the research on Explicit Instruction (EI) for the primary teachers and IMPACT for the secondary teachers. These practices are yet to be formally articulated in a framework that describes agreed systems for implementation and monitoring.

- There is a high level of commitment amongst staff members for professional improvement to achieve best practice across the school.

  Structured support to develop teacher competencies in the use of signature pedagogies of the school is yet to be fully implemented. This would include opportunities for teaching staff to engage in peer coaching and mentoring, observation and feedback.

- Some staff members have expertise in the delivery of curriculum in a distance education setting.

  These staff members provide high quality teaching and learning experiences for their students on a daily basis.

2.2 Key improvement strategies

- Narrow and sharpen the focus of the school's explicit improvement priorities and develop a range of agreed implementation strategies with accompanying timelines that are collaboratively developed and consistently implemented across the school.

- Establish regular opportunities for teams of teachers to review and rigorously discuss school and class data sets with a view to planning for continuous improvement.

- Revise the school's pedagogical framework to include the signature strategies which relate to the agreed instructional practices for the school.

- Establish further opportunities for peers and members of the school leadership team to conduct lesson observations and provide detailed feedback on a timetabled and regular basis.

- Use the expertise of identified staff to support and enhance the work of colleagues.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

A clear vision is established for the school. This vision is expressed and enacted through the school's mantra of '*divided by distance, united by voice'.*

Many parents and members of the wider community express the view that the professionalism of staff is valued within the community.

The school staff members are committed to implementing an improvement agenda which focuses on improving teaching staff and home tutor practice in the delivery of reading, writing and mathematics learning. Targets and timelines have been established to measure the success of this improvement agenda.

Staff members are able to articulate these school priority areas and can talk of how they are implementing strategies to address the learning needs of students. There is some inconsistency of practice with the implementation of these agenda items. Documented expectations for curriculum delivery in these areas are yet to be developed.

Reading has been identified as an improvement area for a number of years. The current focus is on the weekly implementation of on-air instructional reading groups for all students in Prep to Year 6, *MultiLit* and intensive learning support programs for identified students, and implementation of the *Foundation Q program* for Prep students.

Teaching staff have undertaken professional learning activities in *Seven Steps to Writing Success* and *Back to Front Maths* this year. Implementation of these programs is yet to be fully achieved across the school with consistent processes not yet established in all teachers' practice.

Home tutors are provided with opportunities for learning regarding strategies relating to the improvement agenda through the annual KickStart Conference held at the beginning of each school year and regular field events held throughout the year.

Rigorous monitoring processes are yet to be implemented by the leadership team to ensure agreed practices relating to the improvement agenda are occurring in all classrooms.

Targets have been set for the achievement of improved outcomes in reading, writing and mathematics. These are expressed in the Explicit Improvement Agenda (EIA) in terms of students achieving expected year level benchmarks. Most staff members and parents are not yet able to confidently articulate their knowledge of these benchmarks.

Roles and responsibilities for the leadership team are documented. The delineation of these roles and responsibilities assists with the planning and implementing the improvement agenda and the strategic direction of the school. Monitoring processes for

ensuring a consistency of practice across the school relating to these agenda items are yet to be regularly implemented.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, budget overview, school website, school newsletters, staff, student and leadership team interviews.

Improvement strategies

Narrow and sharpen the focus of the school's explicit improvement priorities and develop a range of agreed implementation strategies, with accompanying timelines, that are collaboratively developed and consistently implemented across the school.

Develop specific targets for improvement aligned to the explicit improvement agenda and monitor progress towards these targets.

3.2 Analysis and discussion of data

Findings

The leadership team articulates the importance of reliable and timely collection of student data as essential to the effective implementation of the school's improvement agenda. Routine monitoring of school-wide achievement in literacy and numeracy is established.

A schedule for the collection of data in literacy and numeracy is developed. Opportunities to collect baseline, formative and summative data are taken at field event activities held during the year. These face-to-face events provide opportunities for staff members to gather reliable literacy and numeracy data sets on all students who attend. All teachers are not yet using all data sets captured through this process to inform their teaching practice and establish starting and intervention points for learning.

Reading data is used to form instructional groups in reading. These groups are regularly reviewed to ensure that students are matched to appropriate texts.

School data is currently stored in a variety of locations, including OneSchool, OneNote and G Drive, which provide for ready access by school staff members.

There is a school-wide expectation that student achievement in English and mathematics is mapped against the Australian Curriculum (AC) scope and sequence. The rigorous collection of this data is variable across the school.

Staff members' data literacy skills in the analysis, interpretation and use of classroom data are variable. Regular analysis and in-depth discussion of student data and collaborative planning of strategies for continuous improvement of student outcomes is a practice yet to be fully established at the school.

The work of the *Student Support Committee (SSC)* monitors student data and uses this information to collaboratively problem-solve, implement and monitor strategies for effective case management of identified students. Intervention programs are provided in literacy and numeracy to support the learning of these students.

It is recognised that small cohorts of students in a particular year may participate in National Assessment Program – Literacy and Numeracy (NAPLAN) assessment.

The participation rates of students across all NAPLAN assessment years has shown a long term decline from 100 per cent participation, in primary and secondary sectors in 2008, to an average participation rate of 86.5 per cent in 2015 in the primary years, and 66.4 per cent in the junior secondary years.

NAPLAN identifies the school's Mean Scale Score (MSS) performance for students in Years 3 and 5 is similar to or above that of Similar Queensland State Schools (SQSS) in all test areas for 2014 and 2015.

MSS performance of students enrolled in Years 7 and 9 is below that of SQSS in five of the ten test areas, and similar to SQSS in four test areas.

The school's performance in the upper two bands (U2B) is above that of SQSS in all test areas in Years 3 and 5.

Attendance data for students is monitored regularly by teaching staff who conduct on-air sessions with students. Actions to support non-attendance are taken when students fail to submit a number of assessment or monitoring tasks. Follow-up procedures for non-attendance in the Western Alliance - Charleville, Longreach and Mt Isa Schools of Distance Education, are currently under review.

Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, budget overview, OneSchool, school data plan, staff, student, parent and leadership team interviews.

Improvement strategies

Provide opportunities for staff members to further develop their data literacy skills.

Review the types of data being captured on student performance to ensure that it is valuable in effectively informing teaching practice and monitoring student learning outcomes.

Establish regular opportunities for teams of teachers to review and rigorously discuss school and class data sets.

3.3 A culture that promotes learning

Findings

The school is driven by a deep belief that all students can succeed. This belief stems from the development of a culture built on a universal acknowledgement of the importance of supporting and maintaining a learning environment that establishes expectations for learning and supports the wellbeing of students.

A collegial culture of trust and mutual respect is apparent amongst the leadership team, teaching and non-teaching staff members, administration staff, and home tutors. Staff are supportive of each other. Peer coaching and mentoring programs in the use of signature pedagogies of the school, is yet to be fully implemented.

Interactions between staff, students, parents and home tutors are respectful and inclusive. Relationships are based on empathy and positivity. Teachers appreciate the support provided by the school leadership team and feel emergent needs are responded to in an appropriate manner.

The School Opinion Survey (SOS) indicates that students, staff members and parents hold a high opinion of the school and value the work done in the best interests of home tutors and students. There is a sense of belonging demonstrated through the partnerships that have been developed between home and school.

Parents and families are viewed as an essential part of the school's vision for student learning. Despite geographical difficulties, there are many opportunities given to parents to be involved in the life of the school. Parents are invited and encouraged to take an active role in a wide array of field events, including mini-schools - involving Roma, Thargomindah and Charleville cluster, sports and swim musters, the annual speech and awards ceremony, and camp.

Home tutors are viewed as partners in student learning and are provided with support by school staff members to perform their role. Home tutors are invited to a KickStart Conference in the second week of the year. This conference comprehensively covers all aspects of the home tutoring role. In addition, on-air information sessions are held prior to the commencement of each unit of work.

The Parent Liaison Officer (PLO) proactively promotes the wellbeing of students, parents and families. The PLO works with community organisations to give support that addresses the individual needs of students and families.

The school has a diverse range of enrolments, including students who are geographically isolated, have medical conditions, are enrolled in excellence programs, are home-schooled, have been excluded from school or are Languages Other Than English (LOTE) enrolments. This diversity of student population is acknowledged and embraced within the school community.

The physical environment of the school is very attractive and inviting, with well-maintained buildings and grounds. All staff members take pride in presenting the school in a positive manner.

Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, budget overview, OneSchool, school data plan, staff, student, parent and leadership team interviews.

Improvement strategies

Strengthen the collegial culture of the school through regular and timetabled opportunities for teaching staff to be involved in peer observation, coaching and feedback.

3.4 Targeted use of school resources

Findings

The school leadership team have given a priority to understanding and addressing the learning needs of all students in the school. This is reflected in the alignment of available resources to school-wide programs and the strategies which address the needs of students.

The 2016, Investing for Success (I4S) funding is $72 586. This agreement directs resources towards key strategies that align with the school's improvement agenda. Priority areas for expenditure include *Multilit* training for teachers and teacher aides, resources and the purchase of teacher aide hours. The school has engaged a *Back to Front* facilitator for teacher training, provided for teacher participation in *Back to Front* webinars and included home tutors.

A workplace reform was undertaken to create a Head of Curriculum (HOC) position from a previously allocated teacher-librarian position. The person in this role is responsible for supporting teaching staff to ensure that a coherent and systematic curriculum is delivered across the school.

The physical resources at the school are well maintained. The school is a comfortable and well-resourced place in which to work. Work stations are personalised with photographs and students' work.

In the move to implement the Australian Curriculum (AC), the school has created opportunities for the direct teaching of English and mathematics. Technical equipment required for on-air connections enable effective delivery of the curriculum. Teaching staff have expressed support for the use of electronic whiteboards.

A full-time technical officer supports access to digital devices for students and staff members.

The school invests human and financial resources to ensure curriculum materials and resources are provided to families in a timely manner.

Home tutors are valuable partners in the education of students in the home setting. These tutors, often the mothers of students, are provided with significant support from the school to enable them to teach their child. Professional Development (PD) provided to staff members is provided to home tutors.

Some staff members have expertise in the delivery of curriculum in a distance education setting. These staff provide high-quality teaching and learning experiences for their students on a daily basis. Utilising the professional expertise of these staff members would benefit the work of colleagues.

The school budget process is overseen by the principal and Business Services Manager (BSM). The school's management committee, made up of the leadership team and

representatives from staff members and the parent body, has input regarding budget priorities for the school each year.

The balance in the school account is $773 273. It is apparent that closer monitoring of key cost centre expenditure relating to teaching and learning is required to ensure that the full range of planned initiatives are being actioned in a timely manner.

The school has an active Parents and Citizens' Association (P&C). This group meets face-to-face at the KickStart Conference and regularly throughout the year via teleconferences. The P&C regularly applies for grant funding to supplement other fundraising activities. In 2015, this group allocated in excess of $20 000 to collaboratively identified school projects. A current initiative is the planned building of a school playground.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, budget overview, school website, OneSchool, staff, student, parent and leadership team interviews.

Improvement strategies

Monitor cost centre expenditure to ensure the full range of planned initiatives are being actioned in a timely manner.

Use the expertise of identified staff to support and enhance the work of colleagues.

3.5 An expert teaching team

Findings

The school leadership team see the development of staff into an expert teaching team as central to improving student outcomes and agree that quality teaching is the predominant factor that will improve student learning outcomes.

There is a commitment among staff members for professional improvement to achieve best practice across the school.

Due to the geographically remote position of the school there is a continuous focus on retaining, attracting and developing staff. The Charleville Alliance of State Education (CASE) an alliance of Charleville State School, Charleville State High School and Charleville School of Distance Education (SDE) work collaboratively with the University of Southern Queensland (USQ) to support workforce planning.

Collaborative planning teams are a key component of the school's commitment to a shared responsibility for student learning and success. Sector meetings for teaching staff members are held fortnightly and chaired by the school leadership team for eKindy to Year 3, Years 4 to 6, and Years 7 to 10. These meetings have a teaching and learning focus. There is an expectation of active participation and interaction that involves learning from each other's practices.

A professional expectation of working effectively in a SDE is the need for staff members to develop expertise in the use of the technology required for lesson delivery. The digital learning facilitator conducts drop-in sessions once a week and provides mentoring.

Structured support, in relation to peer coaching and mentoring programs to develop teacher competencies in the use of signature pedagogies of the school, is yet to be fully implemented.

A beginning teacher mentoring program is developed for the induction of all graduate teachers on the skills necessary for teaching in this context. There is a program to assist teaching staff new to the school on how teaching and learning occurs in this unique school environment.

Professional Development Plans (PDP) are planned for all teaching staff members as one of the strategies to aid continuous improvement in teacher practice. Teachers collaborate with a member of the leadership team in the completion of their PDP. Teacher aides and other staff members are yet to develop their PDP. Ongoing actioning and monitoring of these plans is yet to be fully implemented for all staff members.

Staff are encouraged to attend professional development workshops. Some staff attended Professional Development (PD) in 2015 and 2016 on *MultiLit, Back to Front Maths* and *Seven Steps to Writing Success.* The programs relating to these are incorporated into the school curriculum to address the EIA.

Charleville SDE is part of the Western Alliance. Charleville SDE, Longreach SDE, and Mt Isa SDE pool their secondary teaching staff and teach student cohorts across the three schools. This allows for the school to have expert teachers in their fields.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, budget overview, school website, OneSchool, staff, student, parent and leadership team interviews.

Improvement strategies

Establish school-wide processes to ensure that all PDP are fully actioned and regularly monitored.

Develop PDP for non-teaching staff members.

Establish further opportunities for peers and members of the school leadership team to conduct lesson observations and provide detailed feedback on a timetabled and regular basis.

3.6 Systematic curriculum delivery

Findings

The school has a coherent, sequenced and documented curriculum for Prep to Year 10 using the Curriculum into the Classroom (C2C) Individual Learning Materials (ILM) resource units, selected *eTeach* units developed by the SDE and the Connected Learning Curriculum (CLC) units. This curriculum includes a focus on the development of cross-curricular skills, literacy and numeracy, ICT and intercultural understanding.

The C2C resource and *eTeach* units are quality-assured and aligned to the AC showing vertical alignment of content descriptors and a clear line of sight from content descriptors to assessment. The CLC units are gradually replaced by eTeach as new units are developed.

Documentation provided to home tutors clearly shows what is to be taught, when it is to be taught, what and when assessment tasks are to be submitted and how they will be assessed. This is demonstrated from a yearly overview to a daily plan. Home tutor sessions on-air elaborate curriculum expectations for upcoming units.

The units provided to home tutors are taught through a combination of direct teaching by the teacher or by the home tutor. A priority is given to the direct teaching of English and/or mathematics. Home tutors see the teaching staff as the curriculum experts in these learning areas and best placed to teach these subjects.

There are intermittent support lessons for home tutors and/or students for the other learning areas.

Each primary year level is provided with a curriculum, differentiation and assessment folder with detailed overviews of each subject, internal monitoring expectations and guidelines for planning for differentiation. There is an expectation that teachers track student learning outcomes against the year level scope and sequence in English and mathematics. This is not yet a consistent practice across the school.

Submitted work, send-in sheets and assessment tasks, are corrected by the teacher with feedback provided to the student and the home tutor. One-on-one fortnightly contact lessons are well received by home tutors, allowing teachers to provide intensive teaching and to clarify, monitor and assess student progress through the units.

Opportunities to moderate student assessment occurs twice a year with other SDEs. This process could be extended to include formal, in-school moderation.

In addition to the curriculum materials, teaching staff are delivering a range of programs to support student progress in literacy and numeracy. These include the multi-age spelling program developed by the Head of Department (HOD), Foundation Q reading for Prep, telephone reading in groups and targeted individual reading intervention lessons. Students on learning support or those who have an Individual Curriculum Plan (ICP) are provided with targeted intervention with a teacher or teacher aide.

The school has addressed the explicit teaching gaps in the mathematics ILM units and is beginning to implement *Back to Front Maths* as a way to address this. Year 3 is the current focus year level. Most teachers are experimenting with elements of this program. As *Back to Front Maths* is identified as an improvement priority, clear implementation timelines need to be developed for other year levels.

The close working relationship between the staff members and the home tutor provide for ongoing discussions regarding the best ways to support student learning and wellbeing.

The SSC process and committee structure allows close tracking and monitoring of support plans.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, assessment and reporting framework, differentiation planner, performance development plans, school newsletters, staff, student and leadership team interviews.

Improvement strategies

Develop processed to consistently track and monitor student progress against the achievement standards and content descriptions of the AC to facilitate deeper analysis of individual student and class achievement.

Explore opportunities for in-school moderation of student work to ensure consistency of teacher judgement.

3.7 Differentiated teaching and learning

Findings

The school is committed to all students achieving and drives an agenda to personalise learning for all students.

Differentiated instruction is viewed as the way to ensure the needs of learners are considered appropriately in the teaching and learning process. Teaching staff are expected to closely monitor the progress of every student and provide support either directly to the student or via the home tutor. Teachers are required to complete a differentiation planner which records the level of adjustments required for students.

Teaching staff are able to gather information on where students are in the learning process from the send-in work, unit assessments, on-air lessons, face-to-face interactions during field service programs and the direct feedback from the home tutor.

Class teachers deliver differentiated instruction, for high achieving and students requiring support, in their on-air lessons through the use of breakout rooms and individual slides. The home tutor is able to personalise the learning for students in the home on a daily basis. This is usually done in consultation with the teacher.

Students are offered one-on-one or small group lessons as determined by the class teacher. A number of high achieving students are offered extension work through the 10 week *UNIFY* program offered by Brisbane SDE.

Reading groups across Prep to Year 3 are levelled and the adjustments made to groups are determined by progress data. Years 4 to 6 focus on comprehension through an extra lesson per week. The focus of this lesson is determined by the teacher.

The school uses reading data to determine the provision of individualised reading interventions with *MiniLit, Reading Tutor* or *Reading Extension*.

There is an established process for the referral of students to the SSC, made up of the Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teacher, Guidance Officer (GO) and a member of the leadership team. This team works in partnership with class teachers and home tutors to ensure appropriate intervention programs are being implemented for identified students.

Evidence-based plans and ICP are recorded on OneSchool.

The school has the expectation that regular feedback will be provided to parents, home tutors and students. This is met through the marking and feedback of submitted work. Suggestions for individualised student improvement are offered to home tutors on an as-needs basis.

Distance Education (DE) provides opportunities for students to develop as independent learners. These opportunities could be enhanced by assisting students to monitor their

own learning by establishing processes to assist them to know where they are in the learning process, and to articulate the areas for improvement in their learning.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, assessment and reporting framework, differentiation planner, performance development plans, school newsletters, staff, student and leadership team interviews.

Improvement strategies

Support the development of students as independent learners by establishing processes to assist them to know where they are in the learning process, and to articulate the areas for improvement in their learning.

Consider modifications of units and assessment tasks to allow higher achieving students to demonstrate application and transformation of their knowledge and understanding.

Implement appropriate quality assurance mechanisms to ensure that planned differentiation is occurring for all students.

3.8 Effective pedagogical practices

Findings

The school leadership team recognises that effective teaching is the key to improving student learning throughout the school and accept personal responsibility for driving improvements in teaching and learning. There is a particular focus on improved teaching strategies in reading, writing and mathematics as expressed through the school's EIA.

The teaching staff are committed to identifying, understanding and implementing teaching strategies in their classrooms so that improved learning outcomes can be achieved for all students.

To ensure that every student is successfully engaged and learning in every lesson, the school has developed pedagogical practices, drawing on the research on Explicit Instruction (EI) for the primary teachers and IMPACT for the secondary teachers. These practices are yet to be formally articulated in a framework that describes the agreed systems for implementation and monitoring.

As a result, pedagogical practices across the school are varied with teaching staff describing a wide variety of teaching and learning experiences which they believe positively impact on student learning outcomes.

There is a need for the school to review the pedagogical framework so that it more accurately reflects expected teaching and learning practices and describes the signature pedagogies the staff members have agreed to implement in all classrooms.

The school has provided professional development to secondary staff on IMPACT and primary staff and home tutors in EI. Some staff follow the 'I do, we do, you do' model of EI along with using the strategies of We are Learning to (WALT), What I'm Looking for (WILF), and This is because (TIB).

The school leadership team and teaching staff spend time working together on the improvement of pedagogical practices. The extent to which consistent and regular feedback is provided or the modelling of effective teaching strategies occurs across the school is not yet developed.

Home tutors are acknowledged as important members of the teaching team in a school of distance education. As such, they are provided with multiple opportunities over the year to develop their repertoire of practices through the provision of PD opportunities by school staff.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, assessment and reporting framework, differentiation planner, performance development plans, school newsletters, staff, student and leadership team interviews.

Improvement strategies

Revise the school pedagogical framework to include the signature strategies which relate to the agreed instructional practices for the school.

Align the primary and secondary years' signature pedagogies to build consistency of practice across the school.

Clarify and implement the process and structure of ongoing lesson observation and feedback across the school.

3.9 School-community partnerships

Findings

The school actively seeks ways to enhance student learning and wellbeing by partnering with students and their families, other education and training institutions and local communities.

The school is recognised as a hub of the community. It is held in high regard with relationships between community members and the school being strong and valued. Considerable efforts are made to sustain these partnerships. There is a strong sense of community pride in the school.

The school places a high priority on building partnerships with parents and families, a position which is demonstrably acknowledged and appreciated. The school connects with parents through a wide range of sources including regular field events, newsletters, telephone calls and emails from staff.

Parents have stated that they feel the school is approachable when it comes to issues involving their children. The leadership team works with parents and students to resolve identified issues. The PLO acts as an effective conduit to assist in maintaining effective communication and supporting families.

Historically, the school has established a collaborative partnership with Charleville State School and Charleville State High School called CASE. Changes in principal leadership have led to this partnership needing to be re-energised. Principals of the three schools have an excellent working relationship and are committed to re-establishing this partnership.

The school has developed a professional and collegial relationship with other schools of distance education throughout the state. An example of this relationship is the moderation processes which are held biannually involving staff members from all SDE.

The Western Alliance, a partnership between Charleville, Mt Isa and Longreach SDE has been established. This alliance has enabled secondary students from each school to access teaching staff with specialist knowledge in key learning areas. A week-long mini-school is held each year at Longreach SDE which provides an opportunity for students, home tutors and school staff members to come together.

The school has an active P&C which focuses on providing support for the improvement of educational and physical resources. Every year the P&C engages in various fund-raising activities and is active in seeking funding for the school through grant applications.

The principal has established a management committee which includes members of the leadership team, staff members, and parent representatives. This committee discusses strategic and operational matters and provides advice and support to the principal on the effective operation of the school.

The principal contributes significantly to the professional activities of the local school cluster of nine schools.

Partnerships are built in the local community through attendance and support for various local meetings and events. Local groups use the school grounds and/or facilities for activities and meetings.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, assessment and reporting framework, differentiation planner, performance development plans, school newsletters, staff, student and leadership team interviews.

Improvement strategies

Enhance the existing partnership with other Charleville schools to re-energise the CASE.

Follow-up timelines

- School to publish the executive summary on their website within two weeks.

- School to meet with Assistant Regional Director to discuss review findings and improvement strategies.