

Townsville State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Townsville State High School** from **20 to 22 February 2018**.

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 consider 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.

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

1.1 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
David Munn	Peer reviewer
Graham Trevenen	External reviewer



1.2 School context

Location:	Boundary Street, Railway Estate, Townsville
Education region:	North Queensland Region
Year opened:	1924 (current site 1964)
Year levels:	Year 7 to Year 12
Enrolment:	785
Indigenous enrolment percentage:	21 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	940
Year principal appointed:	October, 2015
Full-time equivalent staff:	68
Significant partner schools:	Townsville Central State School, Hermit Park State School, Railway Estate State School
Significant community partnerships:	Clontarf Foundation, Townsville Fire Basketball, Townsville Airport, Cleveland Bay Aviation, McDonalds, Townsville City Council, Cowboys NRL (National Rugby League) Learn Earn Legend!, Railway Estate State School, James Cook University, Reef Guardian Schools, The Smith Family, Townsville Lions Club, Rotary Club of Townsville, Dancenorth, La Luna Youth Arts
Significant school programs:	Quality Teaching and Learning (QT&L), Reef Curriculum Advisors (RCA), Global Tropics Future (GTF)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), three office staff members, two support staff members, two Community Education Counsellors (CEC), tuckshop convenor, Parents and Citizens' Association (P&C) president, 32 teachers, 74 students and four parents.

Community and business groups:

- General manager Townsville Airport.

Partner schools and other educational providers:

- Principal Townsville Central State School.

Government and departmental representatives:

- State Member for Townsville and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
School newsletters and website	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Teaching and Learning Handbook 2018	Curriculum planning documents
Responsible Behaviour Plan	School Opinion Survey
Headline Indicators (2017 Interim)	Quality Teaching and Learning Circle of Practice
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

School staff members and students work productively together to build and maintain a positive and caring environment across the school.

A culture of collegial support for student learning and wellbeing is apparent. Parents are valued as integral to successful learning. There is a strong sense of shared pride and ownership of the school.

All staff members at the school accept a collective responsibility for moving the school forward towards successful learning outcomes and wellbeing.

School leaders are committed to expanding the opportunities for teachers to work together collaboratively in support of building teacher capacity to deliver high impact strategies for student learning through the Quality Teaching and Learning (QT&L) approach and accompanying Instructional Coaching Cycle.

Curriculum is aligned to the Australian Curriculum (AC) and other approved syllabuses and courses.

The Curriculum into the Classroom (C2C) resources provide the foundation for all curriculum in Years 7 to 10. These are adapted using backward mapping from the assessment standards to the content descriptions, followed by development of 'Know and Do' tables and marking guides at the school level. Staff members are preparing for the introduction of the new senior syllabuses and Senior Assessment and Tertiary Entrance (SATE) processes in 2019. A whole-school plan for curriculum across the years of school is being developed.

QT&L, a North Queensland regional program that focuses on the development of assessment literate learners, is central to classroom practice.

School leaders are purposefully and systematically rolling out the approach and providing individualised Professional Development (PD) to teachers and Heads of Department (HOD) via an Instructional Coaching model, and observations and walkthroughs. This work is in its early stages and the leadership team acknowledges that it will take time to implement it with fidelity across the school. Some school leaders indicate a need to further clarify and simplify the implementation process in order to ensure authentic and sustainable adoption of the QT&L approach.

An observation and feedback culture is developing in the school.

Learning walks and talks are conducted by school leaders, including HODs, to inform areas for future professional learning in relation to QT&L. Staff members report a willingness to have greater presence of school leaders in their classroom to support their professional growth. The effectiveness of observation and feedback protocols is not yet clear or measured.



School leaders acknowledge the importance of paying close attention to available data regarding the performance of the school.

School leaders advise that they are undertaking a full review of data collection and analysis processes with a view to a more strategic, systematic and streamlined approach across the school. A committee of teachers and leaders is formed to do this work. A plan for the systematic and purposeful collection and analysis of data, including roles and responsibilities of staff members, is not yet established.

The leadership team views the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

School leaders and staff members are committed to ongoing improvement in their own teaching capability. School leaders acknowledge that a systematic professional learning plan is required in order to create precision and clarity of professional learning in alignment with the school's Annual Implementation Plan (AIP).

School leaders and staff members are committed to success for all students and there is recognition that all students are at different stages in their learning.

The school has developed a Teaching and Learning Handbook that details a series of strategies for teaching in relation to differentiation. There is limited evidence of these strategies being consistently enacted within the classroom. A formalised whole-school process for differentiation, including data analysis, close tracking of progress of identified students and Quality Assurance (QA) measures, is not yet established.

A transition program exists between the school and partner primary schools to ensure a seamless transition of students from primary to secondary sectors.

Staff members participate in moderation processes with one of the partner primary schools and there are plans to increase the use of high school resources to enhance student learning in the primary school. The school leadership team indicates that a strengthening of the transition program with other partner primary schools is planned.

Engagement with and participation in the wider community is central to the ethos of the school.

School leaders actively seek ways to enhance student learning and wellbeing by partnering with parents, families, local businesses and community organisations. The local community is a strong supporter of the school's focus on developing positive student behaviours.



2.2 Key improvement strategies

Collaboratively develop a whole-school curriculum plan that includes whole of school expectations for curriculum, scope and sequencing vertically and horizontally, and unit planning aligned with the AC.

Collaboratively review and communicate the plan for the implementation of the QT&L approach including timelines, roles and responsibilities of all staff members.

Strengthen feedback processes related to class observations and walkthroughs as they pertain to the professional growth of staff members.

Collaboratively review data collection and analysis processes and develop a comprehensive plan, including timelines, roles and responsibilities, and QA measures.

Develop a systematic whole-school professional learning plan, including QA measures, that closely aligns with the school's Explicit Improvement Agenda (EIA).

Implement the school-identified differentiation strategies, rigorously monitor the enactment of these strategies and provide associated PD for staff.

Collaboratively review existing partnerships with primary schools to further enhance primary to secondary transition.