

Quilpie State College

School Review Report



School
Improvement
Unit



Queensland
Government



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1.2 School context

Location:	Corner Chulungra and Boonkai Streets, Quilpie
Education region:	Darling Downs South West Region
Year opened:	1918
Year levels:	Prep to Year 10
Enrolment:	61
Indigenous enrolment percentage:	32 per cent
Students with disability enrolment percentage:	19.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	849
Year principal appointed:	2015
Full-time equivalent staff:	12
Significant partner schools:	Charleville State School, Charleville State High School, Eromanga State School, St Finbarr's Parish School
Significant community partnerships:	Quilpie Shire Council, Quilpie Hospital, Crèche and Kindergarten (C&K) Mulga Mates Centre Inc.
Significant school programs:	Getting a Meaningful Education (GAME) for birth to five year old's



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Students with Disability (SWD) teacher, Support Teacher Literacy and Numeracy (STLaN), nine teachers, seven teacher aides, administration officer, nine student leaders and seven students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, two P&C executive members, seven parents and one Indigenous Elder.

Partner schools and other educational providers:

- Mulga Mates Centre Inc, C&K Association

Government and departmental representatives:

- Quilpie Shire Council Mayor, four council representatives and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (October release)	School Data Profile (October 2016)
OneSchool	Curriculum planning documents
Professional learning plan 2017	School differentiation plan or flowchart
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
Responsible Behaviour Plan 2017	School Opinion Survey
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

All staff members, students, parents and community members comment on the positive atmosphere of the college.

Staff members, parents and students interact positively and respectfully in a spirit of mutual trust. The buildings and grounds are well maintained and classrooms have colourful feature walls and are spacious and inviting places of learning. The college logo is redesigned and students wear the new uniform with pride.

The college is inclusive of all student groups.

Students with additional learning needs are catered for in classrooms alongside their same age peers. Several parents comment that they particularly appreciate how the college focuses on students as individuals.

The principal is leading the development of a culture of collegiality and collaboration between staff members.

Staff members new to the college report that they feel supported by colleagues and college leaders. Teaching staff members are committed to continuous improvement of their own teaching and are willing to receive coaching, mentoring and feedback. 'Just in time' support is provided on a needs basis and predominantly when self-initiated. Teaching staff members indicate they would welcome more focused and timely feedback and coaching regarding their teaching, especially in the core priority area of reading.

The principal has led the development of an explicit, coherent sequenced plan for curriculum delivery of subjects for the Australian Curriculum (AC) for Prep to Year 10.

The written units of work and associated documents are required to be uploaded onto OneSchool. Teachers report they self-monitor curriculum delivery. The college has developed a range of whole-school policies including homework, spelling, handwriting and bookwork policies. Quality Assurance (QA) of what is taught from what is planned is yet to be developed.

Moderation of student assessment in English has occurred on occasion with nearby schools.

Moderation of student assessment in English has occurred periodically with nearby schools. Moderation processes for other AC and Queensland Curriculum subjects are conducted informally within year levels and with colleagues from other schools. Further opportunities are yet to be explored to rigorously moderate student work to ensure there is a consistency of making judgements for A-C Levels of Achievement (LOA) across the range of subjects.



Strategies to support learning for students with additional learning needs are undertaken on a case by case basis by the principal and Students with Disability (SWD) teacher.

This is completed in accordance with systemic requirements and through advice from external specialists and services. Individual Curriculum Plans (ICP) are developed for those students who have been through verification or the college referral process.

College leaders give priority to the school-wide collection and discussion of student achievement, behaviour and attendance data.

The ability of teachers to appropriately administer standardised tests, analyse and interpret the full suite of student data to inform timely adjustments to teaching is variable. Some teachers identify the need for targeted Professional Development (PD) in data literacy to assist them to accurately identify starting points for teaching, skill gaps and misunderstandings.

College-community partnerships are strong.

Conversations with parents identify strong communication and engagement with the college. Parents are well-informed regarding their child's learning progress and are welcome partners in learning and college and community activities. A well established and ongoing partnership with the local shire council exists. The shire council works closely with the college to enhance opportunities for all students, including applying for regional funding to develop The Arts. The local hospital supports the Getting a Meaningful Education (GAME) program through a range of methods.



2.2 Key improvement strategies

Formalise a whole-school coaching, mentoring and observation model to include feedback to teachers on agreed, consistent teaching practices.

Develop QA processes for curriculum delivery and whole-school policy enactment.

Establish formal moderation protocols and processes across and beyond the college to strengthen teacher judgement of subject assessment for reporting.

Embed college processes and practices to effectively provide ICP for the full range of students.

Provide PD in data literacy to assist teachers to accurately identify starting points for teaching and intervention for the full range of students.