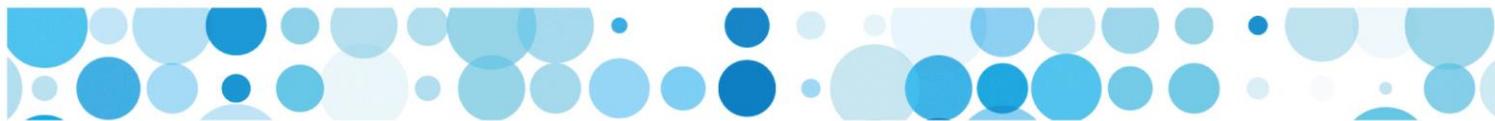


Capella State High School

Executive Summary



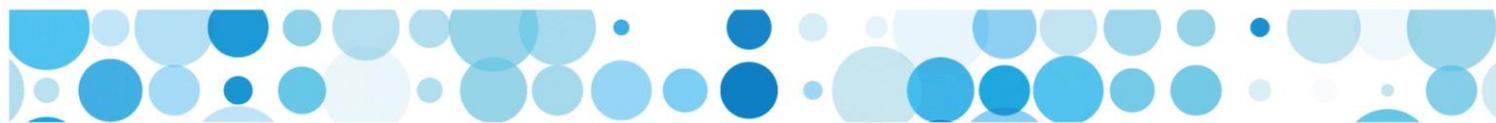


Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

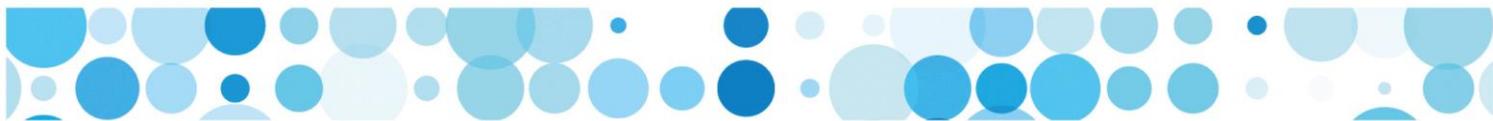
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Capella State High School** from **17 to 19 March 2020**.

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 implement 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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

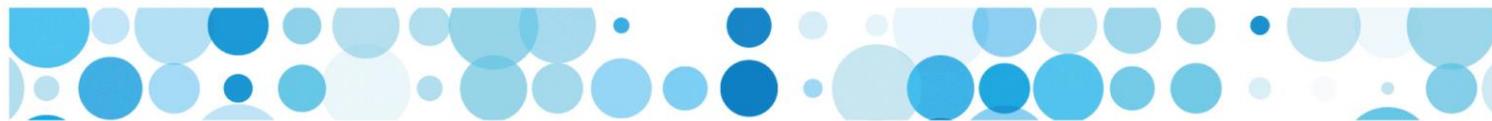
1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Anna Reeves	Peer reviewer
Ken Rogers	External reviewer



1.2 School context

Location:	Gordon Street, Capella	
Education region:	Central Queensland Region	
Year opened:	1984	
Year levels:	Year 7 to Year 12	
Enrolment:	115	
Indigenous enrolment percentage:	9 per cent	
Students with disability enrolment percentage:	Education Adjustment Program (EAP) percentage:	4.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	923	
Year principal appointed:	2019	
Day 8 Staffing Teacher Full-time equivalent numbers:	11.4	
Significant partner schools:	Tieri State School, Capella State School, Emerald State High School	
Significant community partnerships:	Queensland Minerals and Energy Academy (QMEA), Gateway Agribusiness, Capella Tieri Middlemount Community Support Network (CTM Links), Anglicare	
Significant school programs:	Writing, Spelling Matters, Cattle Club, music	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two Heads of Department (HOD), Head of Special Education Services (HOSES), Business Manager (BM), guidance officer, literacy coach, 11 teachers, five teacher aides, two administrative assistants, computer assistant, chaplain, cleaner, schools officer– facilities and grounds, 40 students, five parents and secretary of Parents and Citizens' Association (P&C).

Community and business groups:

- Cattle Club representative, community development officer for CTM Links and Anglicare.

Partner schools and other educational providers:

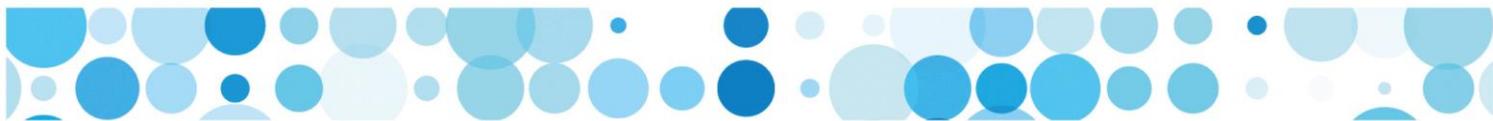
- Principal of Tieri State School, principal of Capella State School and QMEA.

Government and departmental representatives:

- Mayor of Central Highlands Regional Council, representative from the office of State Member for Flynn, ARD and Lead Principal of the Centre for Learning and Wellbeing (CLAW).

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School pedagogical framework
School data plan	School newsletters and website
School Opinion Survey 2019	Responsible Behaviour Plan for Students
School Data Profile (Semester 1 2019)	Headline Indicators (October 2019 release)
Report card and NAPLAN update Semester 1 2019	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

All staff members recognise the importance of respectful and caring relationships as integral to successful student learning.

To achieve this, 'STAR' values are espoused regarding Success, Teamwork, Attitude and Respect for staff members and students. Parents and families are encouraged to take a genuine and close interest in the work of students and are welcomed as partners in their child's learning. Parents express their appreciation of the timely communication from teachers regarding the program of learning to be undertaken by their child, and their progress with this work.

The school leadership team makes deliberate and strategic use of partnerships to access intellectual, physical and/or other resources not available within the school, for the purpose of improving student outcomes.

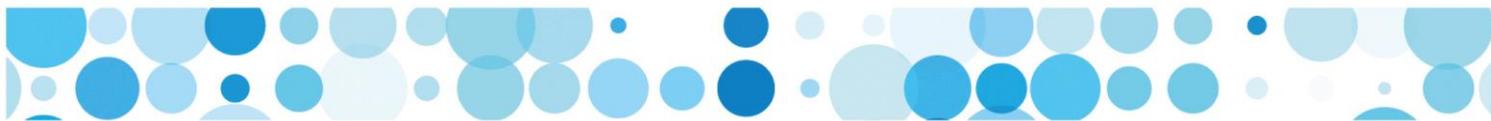
The school has developed mutually beneficial partnerships with families, local feeder primary schools, local and regional businesses, and community organisations. These partnerships include Cattle Club, High on Arts, Science, Technology, Engineering and Mathematics (STEM) initiatives, transition activities, work experience, student wellbeing programs and Breakfast Club. An active and committed Parents and Citizens' Association (P&C) supports school initiatives and programs. The school is recognised for its active participation in a range of community events.

School leaders utilise available human, financial, physical and equipment resources to address the learning and wellbeing needs of all students.

Students are able to engage in a broad range of curriculum offerings. Literacy classes are provided to assist students requiring additional support. The school has a number of state of the art facilities, including an industry-standard hospitality centre and a Rural Operations Trade Training Centre (TTC). These are providing employment pathways for students.

The principal and all staff members are dedicated to improving learning outcomes for all students.

The principal has collaboratively developed an Explicit Improvement Agenda (EIA) for the school. Most teachers indicate awareness of three key priorities of writing, curriculum alignment, and Positive Behaviour for Learning (PBL). Some teachers articulate knowledge of the specific targets of the 2020 EIA. School leaders acknowledge, in hindsight, that a reduced number of priority areas would assist in achieving a sustained focus on effectively embedding the EIA.



A quiet, productive working environment is apparent with classrooms predominantly orderly.

School leaders recognise that further work is required to achieve the desired level of rigour and consistency in the whole-school approach to behaviour management. The school has committed to introducing PBL. Staff, students and parents express support for this program.

School leaders are committed to implementing the Australian Curriculum (AC) with fidelity.

Significant time and effort is devoted to the alignment of planning and assessment within the AC. A whole-school curriculum, assessment and reporting plan has been published. School leaders acknowledge variability in year/band plans and unit plans, and are currently reviewing curriculum planning and Quality Assurance (QA) processes within the school to ensure consistent practices.

The principal and other school leaders view the development of staff into an expert and coherent school-wide teaching team as integral to improving outcomes for all students.

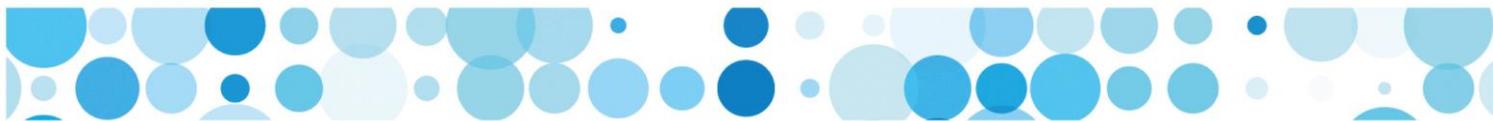
The school has established successful processes to attract and retain staff with the desired skills to meet the curriculum and learning needs of students. The school expects all teachers to be committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning. Teachers express their appreciation of the strong collegial culture within their staffrooms and resultant professional and personal support provided by their colleagues. The school recognises that the introduction of collegial visitation and feedback opportunities is integral to enhancing the capability of the teaching workforce.

School leaders recognise that highly effective teaching is the key to improving student learning.

The documented pedagogical framework is Explicit Instruction (EI). EI underpins the structure of all lessons at the school, with all teachers expected to follow the explicit teaching sequence. Students indicate that learning goals and success criteria are provided in most lessons, with varying levels of clarity. Many teachers indicate they implement the 'I do, We do, You do' approaches documented in the pedagogical framework. Students articulate that the 'plough back' phase is yet to be a consistent aspect of lessons. Leaders acknowledge that implementation of EI has lost some momentum during recent times and are committed to revitalising work in this area.

Teachers and leaders articulate commitment to engaging every student in learning opportunities appropriate to their levels of readiness, needs and interests.

A school-wide approach to inclusion encourages the integration of all students with disability into regular class programs. Teaching staff demonstrate a commitment to inclusion. Teachers understand the importance of differentiation as a means of engaging all students in learning and supporting strong learning outcomes.



The school leadership team collects a range of data, including academic, attendance, behaviour and wellbeing data.

Data analysis determines school improvement priorities. The performance of individual students is a focus. Teachers indicate that they meet with the Heads of Department (HOD) twice per term for data tracking conversations. They acknowledge the value of these meetings in discussing achievement data, monitoring student performance and supporting student wellbeing and growth.



2.2 Key improvement strategies

Refine the EIA to promote increased clarity, consistency and sustainability of practice.

Fully implement the PBL program across the school with rigour, including consistency by all members of staff.

Strengthen staff capability to plan for and assess the AC, and quality assure its consistent implementation.

Refine the current approach to classroom visitation processes to broaden the opportunity for all staff to receive regular quality professional feedback.

Reinvigorate school-wide commitment to quality and consistent pedagogical practices in all classrooms.