

Proserpine State High School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Proserpine State High School** from **7 to 10 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

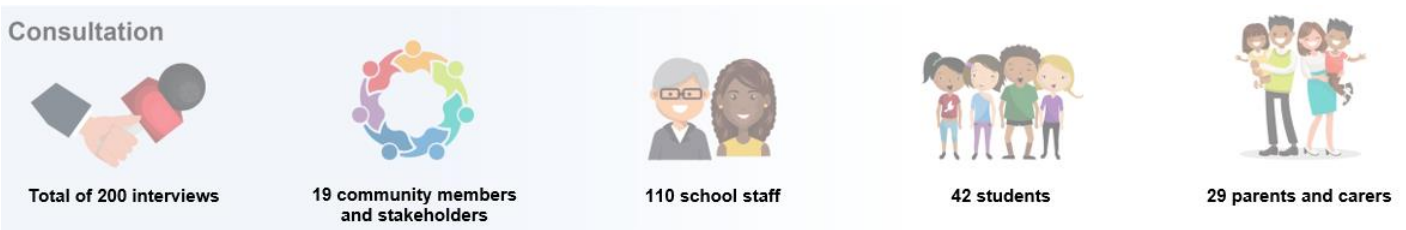
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Matt Bradley	Peer Reviewer
Rick O'Connor	Peer Reviewer
Paul Herschel	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Gia / Gyia Country We acknowledge the shared lands of the Gia / Gyia nation and the Gia / Gyia people of the Birri language region.
Education region:	North Queensland Region
Year levels:	Year 7 to Year 12
Enrolment:	1227
Indigenous enrolment percentage:	7.3%
Students with disability percentage:	18.4%
Index of Community Socio-Educational Advantage (ICSEA) value:	982

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **20 to 23 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 974 and the school enrolment was 1079 with an Indigenous enrolment of 7.4% and a student with disability enrolment of 5.5%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop a clear vision for inclusion and clarity of roles and responsibilities for staff to ensure teachers are able to provide effective differentiation for all students. (Domain 7)
- Build a high-performing team around systems leadership to provide clarity in roles, responsibilities and accountabilities and to quality assure progress of key initiatives of the Explicit Improvement Agenda (EIA) to improve student learning outcomes. (Domain 1)
- Develop instructional leadership capability and density of the leadership team so all leaders enact the EIA to achieve the school's vision for teaching and learning. (Domain 5)
- Implement a systematic approach to quality assure the consistent and effective implementation of the pedagogical framework. (Domain 8)
- Enhance the collaboration forums to include a whole-school approach to moderation so that teachers develop curriculum expertise for the continuous improvement of student outcomes. (Domain 6)

2. Executive summary

2.1 Key affirmations

The school community expresses confidence in leaders, commenting that the school is 'heading in the right direction'.

Leaders, staff, students, parents and the community are vocal with their praise of the school. They commend the staff, citing successful student outcomes and describing it as a high-performing school. The principal articulates being focused on driving a strong improvement agenda whilst being conscious of the impact of decisions in the classroom and on teaching. Strong leadership is recognised with staff indicating that the support of the principal empowers them to continue to strive for 'even greater'.

Staff describe that 'students are at the centre of all that we do'.

Staff, students, parents and the community describe the school as being a great school with a strong culture of support for students and staff. This is reflected in the positive and supportive interactions between staff and students. Members of the school community comment on the staff commitment to actively engage in pursuing opportunities to enhance teaching, learning and wellbeing. Staff describe an expectation that each student will engage and learn to the best of their ability. The principal articulates the culture of high expectations is based on mutual respect and caring relationships with students.

Staff collaboration is building a collective commitment to maintaining a culture of high expectations for teachers, students and the school.

Faculty and year level teams meet formally and informally to share progress throughout the term, undertake professional learning, participate in moderation activities, undertake data conversations and to share experience, expertise, resources and celebrations. Teachers articulate that they highly value the time and resources the leaders have put into supporting their professional collaboration and in particular to building their curriculum planning capabilities.

The principal describes a focused effort to maximise resources to improve the learning environment for students and staff.

Many staff, parents and students express the school environment as outstanding. Parents comment that they are impressed by the grounds and buildings. A large variety of learning facilities are provided that allow for a wide range of subject offerings, with the quadrangle and the arts theatre described as significant features.

Leaders and staff actively seek ways to enhance student learning and wellbeing by partnering with parents, businesses and community organisations.

Partnerships are strategically established to address identified student needs and provide resources and opportunities not available within the school and which can build post-school pathways options for students. Many staff and parents proudly share their long term and generational ties with the school and local community and build on these experiences to position the school as a community hub. A strong connection to the community is expressed by many as a positive attribute of the school and staff.

2.2 Key improvement strategies

Domain 7: Differentiated teaching and learning

Create professional learning opportunities to strengthen the knowledge, skills and capability of staff to develop and implement differentiation practices to support learning for all students.

Domain 6: Systematic curriculum delivery

Build teachers' understanding about the benefits of monitoring strategies and feedback to identify students who need support and to support learners tracking their own progress.

Domain 5: An expert teaching team

Develop and implement an aspiring leaders' program which provides opportunities for aspirants to build instructional leadership capability.

Domain 8: Effective pedagogical practices

Build the capability of teachers to engage with digital pedagogies, to enhance and extend day to day teaching and student learning.

Domain 6: Systematic curriculum delivery

Implement a consistent approach for leaders to work with teachers on planning, moderating and observing classrooms, to ensure the planned curriculum is delivered.