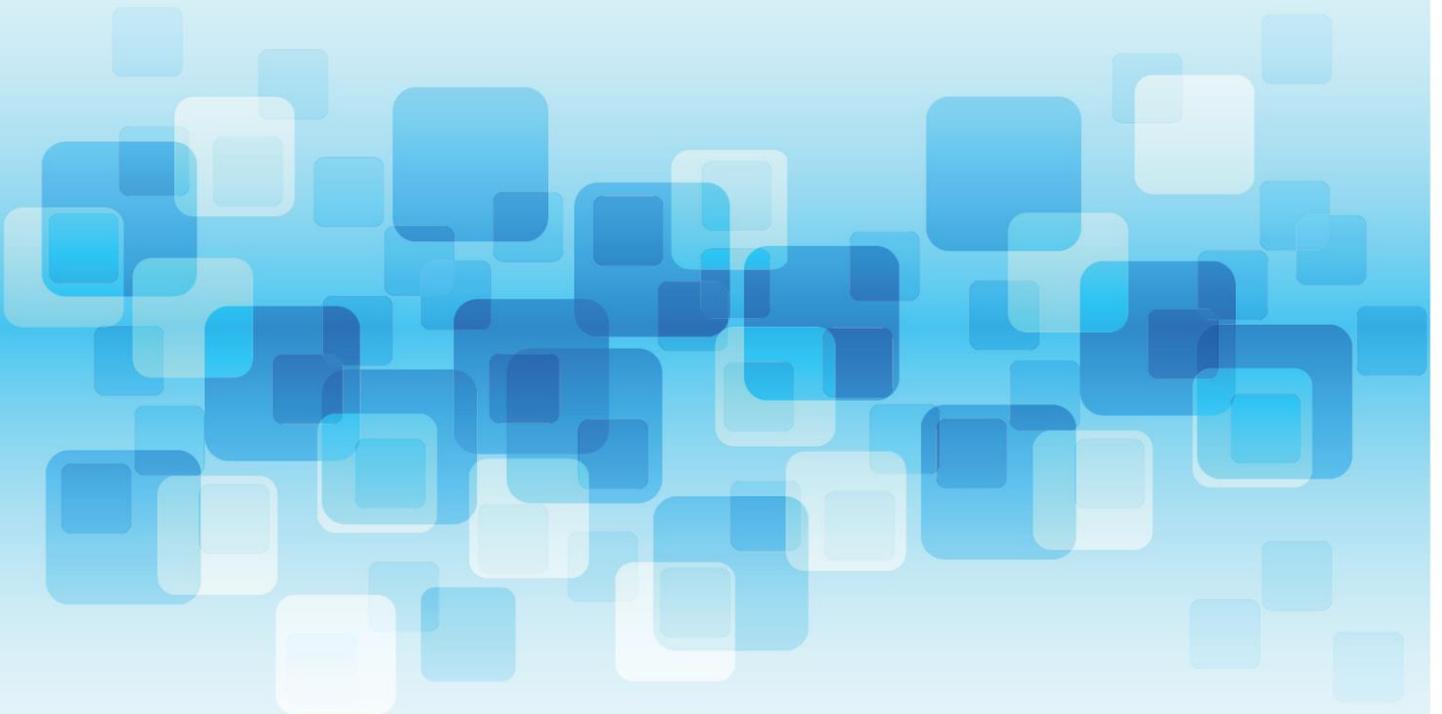




School Improvement Unit Report

Longreach School of Distance Education Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Longreach School of Distance Education** from **24 to 27 October 2016**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Sampson (Internal reviewer), SIU (review chair)

Elizabeth Somers (Peer reviewer)

John Wessel (External reviewer)

1.2 School context

Location:	Sir James Walker Drive, Longreach
Education region:	Central Queensland Region
Year opened:	1987
Year levels:	Prep to Year 10
Enrolment:	151.4
Indigenous enrolment percentage:	1.6 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1019
Year principal appointed:	2011
Full-time equivalent staff:	24
Significant partner schools:	Longreach State School, Longreach State High School
Significant community partnerships:	Suncare Community Services, The Royal National Agricultural and Industrial Association of Queensland (RNA), Connellan Airways Trust, Stan Johnston (Craiglea Stud)
Significant school programs:	School musical, small school Prep enhancement program, Western Alliance, instrumental music trial



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, 22 teachers, Business Services Manager (BSM), 12 teacher aides, Parents and Citizens' Association (P&C) president, five parents, Schools of Distance Education Alliance (SODEA) representative, 11 students, parent liaison officer, six support staff members and chaplain

Community and business groups:

- President of the Longreach Turf Club and Manager of Craiglea Stud

Partner schools and other educational providers:

- eKindy Coordinator

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (2016 release)	School Data Profile (2016)
OneSchool	School budget overview
Professional learning plan 2016	School Opinion Survey
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	Curriculum, assessment and reporting framework
Curriculum planning documents	



2. Executive summary

2.1 Key findings

A key pillar of the 'School Strategic Plan (2013-2016)' is partnership between home and school.

Parents, home tutors, students, community and staff members commend the proactive role the school has taken in the wider community, particularly in times of economic hardship. The school is recognised as an essential part of the wider community, wellbeing and morale. The parent liaison officer is viewed by families as an essential and valued service which enhances communication and partnership across this unique school community. Home tutors commend the communication and support from the school, which enhances their essential and valued partnership in the learning process. The school views parents and home tutors as valued partners in student learning.

The school has developed exemplary strategic partnerships.

The Western Alliance which includes Mt Isa and Charleville Schools of Distance Education, eKindy program, and the small schools Prep program which delivers online lessons to Bedourie, Carmilla, Gogando and Banana are examples. These programs are models of innovative planning to enhance student outcomes and build student enrolments. An explicit, strategic planning process outlining how a future school brand and associated priorities are determined is yet to be clarified for the school community.

The school has documented plans for curriculum delivery.

These plans identify curriculum intent, teaching and learning priorities and assessment tasks. The school curriculum plan is based on the Curriculum into the Classroom (C2C) resource and is utilised closely by home tutors. Units of work are modified by most teaching staff considering the student data and integration of school priorities in reading, spelling and numeracy. Some teaching staff modify units of work using the literacy continuum and the Australian Curriculum (AC) as their reference point to ensure developmentally appropriate learning tasks. A whole-school approach to modification of units is yet to be clarified.

High levels of trust are apparent across the school community.

Interactions are focused on the learning and wellbeing of students, and on continually improving the school's ability to meet the needs of all students. Parents, home tutors and families are valued as partners in student learning, and parents, school leaders and teaching staff work together in mutually supportive ways. There is a strong sense of belonging and pride in the school. A formal, pastoral care program that incorporates the challenges of geographically isolated students who experience adverse climatic conditions is not yet developed.



The leadership team and pedagogy peer systematically support and monitor pedagogical practice across the school.

Informal and formal observation, coaching and feedback occurs across the school, particularly in relation to the priority of IMPACT. A formal, whole-school approach of monitoring, feedback and coaching of all whole-school priorities is yet to be developed.

The school leaders and school staff members express a commitment to success for all.

NAPLAN data suggests that approaches to cater for high achieving students could be further developed. Students indicated they would like to view more extension activities and a greater variety of learning experiences including group work.

2.2 Key improvement strategies

Collaboratively develop a strategic planning process to identify signature outreach programs, such as the small schools Prep and Western Alliance, and a clear, school brand with the aim of building the student enrolment base for the school.

Extend the current curriculum plan to articulate the school context in the alignment of the C2C to the AC, and the modification of the C2C units as the school progresses from 25 to 16 lessons.

Develop a formal, student pastoral care program that is embedded in daily practice.

Develop a consistent and explicit process of review, coaching and feedback for the key school improvement priorities.

Expand the range of differentiation strategies to cater for high achieving students.