

# Charters Towers School of Distance Education

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

The Charters Towers School of Distance Education respectfully acknowledges the Gudjal people (pronounced Goodjal) who have lived on country in this region for thousands of years.

### About the school

Education region	North Queensland Region
Year levels	Prep to Year 12
Enrolment	2459
Indigenous enrolments	26.5%
Students with disability	14.6%
Index of Community Socio-Educational Advantage (ICSEA) value	952

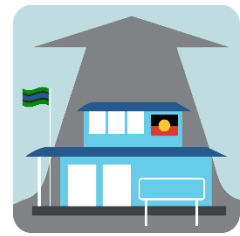
### About the review

 4 reviewers from 10 to 14 June 2024	 168 participants	 113 school staff
 16 students	 27 parents and carers	 10 community members and stakeholders

### Key improvement strategies

<b>Domain 1: Driving an explicit improvement agenda</b> Collaboratively review the school’s vision and values with school community stakeholders to shape a compelling direction for school improvement.
<b>Domain 6: Leading systematic curriculum implementation</b> Prioritise opportunities for teachers and leaders to collaboratively plan units to build their knowledge of the Australian Curriculum and ensure curriculum, teaching, learning and assessment align.
<b>Domain 7: Differentiating teaching and learning</b> Build staff capability in implementing current inclusive practices, including co-teaching and modelling, to ensure students with diverse learning needs are engaged and are able to access learning.
<b>Domain 3: Promoting a culture of learning</b> Reinforce with all stakeholders expectations for student engagement, including through enrolment and induction processes, to foster collective responsibility for maximising students’ participation in learning.
<b>Domain 2: Analysing and discussing data</b> Initiate regular data conversations between leaders and teachers to build capability in using a broad range of data to understand student progress and inform teaching.

### Key affirmations



#### Parents and staff articulate a shared optimism for the future of the school.

Parents and staff outline their support for the transparency of progressive changes to school operations brought by the principal. Staff and parents describe the principal as visible, ‘hands on’ and open. The principal explains their way of working is underpinned by the philosophy of ‘servant leadership’. Members of the school community express a view that the school is well positioned for the future.



#### Parents and students speak of teachers’ commitment to supporting student learning.

Students and parents acknowledge that teachers work hard to meet students’ needs. Teachers indicate they seek to honour the school motto ‘*Distance is no barrier*’. Parents of students with diverse learning needs and those requiring additional supports express appreciation for teachers’ commitment to supporting their child. Parents comment on how this commitment is enabling their child to find success and achieve. Students speak of how their teachers support them to learn as one of the best things about the school.



#### Staff, parents and students acknowledge the flexible approaches to student learning.

Students and parents comment favourably on the flexible approach to learning, and view this as a real strength of the school. They recognise the benefits of QLearn and speak of how its consistent design makes it easier to access and navigate to lessons and learning materials. Parents and students remark that they appreciate the learning and enjoy social experiences gained when participating in the field services (in-reach and outreach programs) and extracurricular offerings.



#### Members of the school community consider the investments in resources to enhance student outcomes as a strength of the school.

The use of ‘satellite teachers’ is recognised by leaders as an innovative and effective approach to accessing staff for teaching and specialist positions. Parents and students express appreciation for leaders’ commitment to resourcing in-person experiences for students. They describe the benefits of opportunities such as ‘Cattle Club’, which is a popular co-curricular activity. Staff and students describe the well-presented school grounds and surroundings and the welcoming atmosphere this creates.