

# Longreach 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 reviews, 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

Longreach School of Distance Education acknowledges the shared lands of the Inningai nation and the Inningai people of the Yinangay language region.

### About the school

Education region	Central Queensland Region
Year levels	Prep to Year 10
Enrolment	188
Indigenous enrolments	6%
Students with disability	12.7%
Index of Community Socio-Educational Advantage (ICSEA) value	981

### About the review

 3 reviewers from 25 to 28 March 2024	 81 participants	 38 school staff
 28 students	 8 parents and carers	 7 community members and stakeholders

### Key improvement strategies

#### Domain 3: Promoting a culture of learning

Establish whole-school strategies and expectations for student engagement to support teachers in early identification and development of responses for students at risk of disengaging from learning.

#### Domain 1: Driving an explicit improvement agenda

Collaboratively review the school vision to provide clarity of leadership roles and structures required for the delivery of school and alliance initiatives.

Formalise opportunities for engaging stakeholders in determining and monitoring school priorities and associated action plans to promote collective understanding and ownership of the improvement agenda.

#### Domain 8: Implementing effective pedagogical practices

Prioritise opportunities for teachers to collaboratively discuss and investigate evidence-informed teaching practices for digital environments to cultivate a shared language about effective pedagogies.

#### Domain 7: Differentiating teaching and learning

Build teacher capability in differentiated teaching practices to support the enactment of intended and documented adjustments and tailored supports.

### Key affirmations



**Leaders and teachers articulate how they work collaboratively with home tutors and parents as an expert teaching team to meet students' learning and wellbeing needs.**

Leaders and teachers recognise the important role home tutors and parents play in distance education as part of an expert teaching team. Parents, leaders and teachers convey they highly value the partnership between school and home to enhance students' learning and wellbeing. Leaders prioritise investing in developing the expert teaching team. They describe how they build parents' and home tutors' confidence in supporting curriculum through induction sessions, professional learning, and regular communication with teachers. Teachers new to the school express appreciation for the high level of support in transitioning to and establishing their place within the school and community. Staff describe a strong collegial culture and comment they value the support among teachers and support staff to enhance their professional practice.



**Leaders describe how they prioritise time and resources to support the delivery of improvement agendas.**

Leaders and teachers articulate the sustained focus on enhancing curriculum planning, moderation processes and whole-school literacy practices. School leaders describe a range of strategies through which new resources are activated and existing resources re-deployed to enable and support strategic and emerging needs. This has enabled resourcing and support for the Promoting Literacy Development (PLD) program, the inclusive education team and partner teachers in Prep to Year 6. Teachers and leaders describe 'quarantining' time and engaging in professional learning to support implementation of improvement priorities. They further describe adjustments in meeting structures to provided differentiated and whole-school collaboration opportunities to support improvement agendas.



**Strong partnerships are embedded within the culture of the school and local community to enrich students' learning experiences.**

Parents and leaders articulate school, parent and community partnerships developed over time provide students with rich learning experiences within the home and school environments. Parents indicate the home tutor training sessions, guest speaker events and ready access to teachers are integral to fostering positive learning and wellbeing outcomes for their child. Members of the school community describe how they have developed relationships and partnerships with families, local tour operators, Landline and Somerset Storyfest Writers Festival organisers. These provide cultural, sporting and financial opportunities for students, families and local businesses within and beyond the local community. As a long-term partner of the Western Alliance (WA), the school is able to offer secondary students a comprehensive range of subjects delivered by specialist teachers from across WA schools.



**Staff, parents and students express pride in the broad range of learning opportunities provided for students.**

A strong commitment is apparent across the school community to provide a comprehensive range of on-air, at home, and face-to-face learning experiences. School staff and parents indicate they are highly invested in providing time and resources to ensure students are able to access a diverse range of face-to-face learning and cultural opportunities. These include mini-schools, cluster and field events, Storyfest Out West, visits to the opera, Arts activities, sports, and camps. The biannual school musical is a source of community pride and wider recognition. Teachers and leaders articulate a commitment to providing a rich curriculum that is delivered by an expert teaching team. They describe how engaging with WA, other Schools of Distance Education (SDE) and Vocational Education and Training (VET) providers assists in delivering a diverse curriculum.