

Victoria Point State School

Executive Summary





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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 **Victoria Point State School** from **6 to 8 June 2022**.

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

Bradley Clark	Internal reviewer, EIB (review chair)
Anthony Ryan	Peer reviewer
Lesley Vogan	External reviewer



1.2 School context

Indigenous land name:	Quandamooka
Location:	School Rd & Colburn Ave, Victoria Point
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	433
Indigenous enrolment percentage:	10.09 per cent
Students with disability percentage:	27.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	967
Year principal appointed:	Term 2, 2022 – acting



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), guidance officer, Head of Department – Curriculum (HOD-C), Business Manager (BM), Parents and Citizens' Association (P&C) executive member, office staff member, six teacher aides, 22 teachers, grounds care officer, chaplain, 49 students and 22 parents.

Community and business groups:

- Nil Victoria Point State High School.

Partner schools and other educational providers:

- Representative from Victoria Point State High School.

Government and departmental representatives:

- Local Councillor for Redlands and State Member for Redlands.



2. Executive summary

2.1 Key findings

The school has embarked on a curriculum reform journey to develop a sequenced and coherent curriculum delivery plan aligned to the Australian Curriculum (AC).

The Head of Department – Curriculum (HOD-C) has taken a lead role in moving the school from a reliance on the Curriculum into the Classroom (C2C) materials to mapping an integrated unit approach aligned to the AC that builds links between subjects and allows the development of relevant and engaging learning experiences. Integrated units are mapped vertically to ensure continuity of learning across the year levels and to ensure students in composite classes remain in step with year level peers. The school planning suite includes a whole school curriculum plan, term and year level overviews that include a concept map of the five integrated units for the term, and integrated unit overview plans.

Staff express pride in the school and work collaboratively.


The leadership team view the development of staff as an expert teaching team as central to improving outcomes for students. Teachers articulate strong levels of collegiality and support that exist within year level and cohort teams. Teacher aides are highly committed and deliver programs and interventions aligned to aspects of the Explicit Improvement Agenda (EIA). Teacher aides are regarded by class teachers as vital support personnel to address the diverse needs of the student population. Staff express appreciation for the way colleagues work collaboratively and have a willingness to share. Staff members acknowledge that the outcomes for students at the school result from the efforts of professional, dedicated and capable teaching and non-teaching staff.

The leadership team identify the importance of ensuring the school's EIA is responsive to emerging needs.

The Annual Implementation Plan (AIP) and the Investing for Success (I4S) agreement identify five targets for the school's strategic direction. Staff discuss a range of concepts that they perceive as the current priorities of the school including English, reading, spelling, literacy, numeracy, behaviour and inclusion. Clarity of the core priorities and a precise understanding of the strategies employed to achieve the strategic objectives is being developed.

Teachers outline an appreciation for school leaders who are actively engaged in the teaching and learning process.

Staff indicate that a collegial engagement framework has been developed. The leadership team and teachers agree that a collegial engagement framework will build consistency for all staff to strengthen practices aligned to key school priorities and the EIA to quality assure programs, initiatives and teaching practice across the school. Some staff members express a desire to see school leaders take an active role at a classroom level to implement, model, observe and monitor the enactment of the EIA. Some members of the leadership team and school leaders are looking for opportunities to strengthen capability as instructional leaders



to support the success of the EIA, working closely with all staff to improve practice. Staff professional learning priorities are recorded through the Annual Performance Development Plan (APDP) process.

The school is implementing Positive Behaviour for Learning (PBL).

A PBL committee leads the PBL agenda and meets fortnightly to discuss and analyse initiatives that have resulted in some improvements in behaviour. They reflect that timely whole-school approaches may be quickly implemented to address trends emerging from this analysis. The PBL committee develops lessons with an accompanying PowerPoint presentation that are delivered by class teachers. Staff discuss a range of beliefs regarding behaviour management and it is apparent the school is developing a cohesive and consistent whole school approach to managing behaviour. The school community share the belief that behaviour is an area for continued consolidation.

There is a deliberate focus on enhancing a culture of inclusion.

Leaders describe the school as moving to an inclusive approach for the support of students with disability and students identified with complex social, emotional and behaviour needs. Staff express a range of levels of confidence to support students with diverse needs. The importance of developing further inclusive school practices is identified as a priority by school leaders. The inclusion team outline a plan to transition the school from a withdrawal model to a class-based model. The leadership team identify that they are currently working towards developing a shared vision regarding inclusion. School leaders express a desire to continue to focus on this priority to ensure the learning and wellbeing needs of all learners are comprehensively and cohesively met. The 'Reach to Teach' program, a school initiative, is designed to enable classroom teachers build strong relationships and partnerships with students identified with disability.

Teachers have commenced utilising the tools, strategies and innovations provided by the school to support student learning in classrooms.

The work the school has undertaken on curriculum design and identification of effective pedagogical practices is indicative of the desire to provide teachers the tools to deliver differentiated learning experiences for students. Many strategies including the 'Focus on Five', school literacy matrices and mapping of all students on the literacy continua are in the beginning stages. Some teachers are consistently utilising the schools preferred pedagogical approaches. Learning spaces and furniture offer flexibility to facilitate whole-class, small group and individual work. The leadership team acknowledge that further development of staff data literacy will enhance differentiation practices and subsequently student learning outcomes.

The school leadership team gives a high priority to understanding and addressing the learning needs of all students in the school.

School leaders endeavour to utilise the available human and physical resources to meet student needs and provide the professional resources staff members require to support teaching and learning. Staff acknowledge changing enrolment numbers provides a challenge



for optimal resource acquisition and distribution and requires ongoing attention in planning the school's strategic direction. Members of the leadership team articulate an opportunity to collectively review the school's programs and subsequent resource allocations to ensure the desired student outcomes are being realised.

The school has devoted time and energy into identifying a suite of pedagogical practices to engage and challenge students in learning.

Across classrooms there is evidence of teachers utilising 'Bump it up walls', learning intentions, co-developing success criteria with students and individual goal setting. In some instances, students are able to identify their learning goals and the feedback teachers provide them to help them improve. The school has initiated the development of school-based reading, writing, speaking and oral language programs. Teachers and leaders are optimistic regarding the new programs and the impact they are having on student improvement.

The school has developed strong links to the traditional landowners.

The school has a number of initiatives to include traditional culture into the school including singing the national anthem in both English and an Indigenous language, using Uncle Norm with bush tucker knowledge, a much-celebrated dance troupe, and yarning circle. There are many murals co-created by students and Indigenous community members. Staff speak fondly of the school approach to National Aborigines and Islanders Day Observance Committee (NAIDOC) to move beyond colouring activities to links with curriculum such as students writing reflections on what NAIDOC means to them. A staff member is a valued member of the Barna Jarjam regional team to provide advice to the region on supporting the engagement of Aboriginal students and Torres Strait Islander students in school. All staff were involved in a professional learning walk on country to learn and understand the stories of the Quandamooka people.



2.2 Key improvement strategies

Clarify and build ownership of school priorities, staff responsibilities and shared understandings of the associated strategies to create cohesion and precision in the enactment of the EIA.

Provide opportunities for school leaders to strengthen capability as instructional leaders to support the success of the EIA, working closely with all staff to improve practice.

With regional support, embed PBL processes with fidelity and a focus on building consistent approaches to managing and acknowledging behaviour.

Work with the region to build a whole school understanding of inclusion and embed agreed practices in all aspects of the school culture.

Leverage of school curriculum innovation and pedagogical expectations to build teacher capability to differentiate for the full range of students within classrooms.

Build a systemic process to ensure the staffing model aligns human resources to the EIA to maximise student outcomes.