

Victoria Point State School

School Review Report



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Victoria Point State School** from **12 to 14 March 2018**.

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 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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Mona Anau	Internal reviewer
Dave Manttan	External reviewer



1.2 School context

Location:	School Road, Victoria Point
Education region:	South East Region
Year opened:	1916
Year levels:	Prep to Year 6
Enrolment:	506
Indigenous enrolment percentage:	8.35 per cent
Students with disability enrolment percentage:	5.56 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	972
Year principal appointed:	July, 2017
Full-time equivalent staff:	31.77
Significant partner schools:	Victoria Point High State School
Significant community partnerships:	Commonwealth Bank, Redland Bay Victoria Point Lions Club, Day One Early Learning centre
Significant school programs:	Reading Mastery, Spelling Mastery, Positive Behaviour for Learning (PBL), Play Is The Way (PITW)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, Support Teachers Literacy and Numeracy (STLaN), guidance officer, 26 teachers, four teacher aides, Business Manager (BM), administration officer, Parents and Citizens' Association (P&C) representatives, 27 parents and 43 students.

Partner schools and other educational providers:

- Principal of Victoria Point State High School and Director of Day One Early Learning Centre.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2016-2019
Investing for Success 2018	School Data Profile (Semester 2, 2017)
School Assessment/data plan	School budget overview
OneSchool	School newsletters and website
School based curriculum plan	School Opinion Survey
School improvement targets	Professional Development Agenda 2018
Headline Indicators (Semester 2, 2017)	



2. Executive summary

2.1 Key findings

All staff members are collectively committed to providing a caring and nurturing educational environment and working towards every student's success.

There are obvious high levels of collegiality and support amongst staff members, who express a desire to improve their professional practice to achieve whole-school improvement. Many parents acknowledge the dedication of staff members that is valued within the community. All teaching staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community.

The tone of the school echoes a commitment to successful learning.

There is an expectation that every student will achieve positive outcomes. Classrooms are orderly and inviting. Classroom behaviour is predominantly calm and orderly across the school. Students are typically calm in their daily interactions with each other and most have positive views regarding attending the school.

All teaching staff members speak enthusiastically of the wish to ensure all students are provided with the best possible learning opportunities.

All staff members have a shared commitment to improved learning outcomes for all students and the wish to see long-term success for the school. They express a lack of clarity regarding the school improvement areas. Many staff members express a degree of concern regarding the constantly changing school focus areas each year. They outline a desire to have clarity of direction for the school moving forward, frequently stating that the constantly changing school leadership has resulted in a direction for school improvement that requires clarification.

The principal recognises that highly effective teaching is key to improving student learning and staff members demonstrate a commitment to continually improving their effective teaching practices.

Teachers report that there have been a number of approaches to teaching that have been implemented in recent years. The use of a coherent and consistent pedagogical approach is not yet apparent. There is evidence in some classrooms of 'We are learning to' (WALT), 'What I'm looking for' (WILF) and 'This is because' (TIB) charts and some teachers report that these are utilised to focus teaching.



Teachers who receive feedback report this process is beneficial in affirming good teaching practices in their classroom.

Some teachers indicate some informal positive feedback is provided and is reflective of the priority areas of reading and spelling development. Some teachers express the need to be supported with more modelling, mentoring and feedback to guide their teaching practices. They articulate they would appreciate further ongoing systematic support focused on their development of skills required to build relationships and improve their teaching practice. Teacher aides appreciate the opportunities they have for focused professional learning.

School leaders articulate the importance of reliable and timely student data as essential to successfully improving student learning outcomes.

Teaching staff members articulate varying degrees of confidence and expertise in analysing and responding to the range of student data. Teachers utilise the students' outcome data in the process of establishing the structure of reading groups. The ability of teachers to understand class data to inform teaching and learning practice and respond to the implications for differentiation varies across the school. The principal acknowledges the need to continue to develop teacher data literacy skills to build a data culture and to reflect on the effectiveness of teaching and school-wide practices.

Students and staff members are able to articulate the basic tenets of the Positive Behaviour for Learning (PBL) processes across the school.

The school commenced its journey to full implementation of PBL in 2015 with the aim of effective management of student behaviour. PBL artefacts are displayed throughout the school, including in classrooms, playgrounds and walkways. There is a predominant belief that if there is a sustained commitment by all staff members to the processes of PBL, the expected outcomes will lead to more respectful relationships across the school community. Some staff members and parents speak of an inconsistency in responses to inappropriate behaviour.

The school has a documented plan for curriculum delivery across Prep to Year 6.

Teachers are familiar with the Australian Curriculum (AC) and the use of Curriculum into the Classroom (C2C) as a teaching resource. They are familiar with their year level curriculum expectations and teachers work collaboratively in cohorts in the delivery of these units. Some teachers express the view that they would like to work side-by-side with the Head of Curriculum (HOC) in the development of their curriculum. Teachers indicate that it would be beneficial to spend professional learning time to build their depth of knowledge of the AC.



Improvements in student learning outcomes and building staff capability are identified as priorities for the school and financial and human resources are invested in these areas.

The school has a team of enthusiastic and dedicated teachers and support staff members who display an eagerness to be part of the school community and improve their teaching practice. They are highly valued by the students and members of the school community. The school invests in additional teacher aide time to support the learning of all students. Teacher aides are viewed as valuable members of the school's teaching team.

The school leadership team actively seek ways to enhance student learning and wellbeing by collaborating with parents and families, and other education, health and community organisations.

The school's parent organisation is strengthened by a close partnership with the school. Parents and Citizens' Association (P&C) members articulate a desire to work closely with school staff members in a systematic and meaningful way to enhance outcomes for students. The school has established and developed beneficial partnerships with the local kindergarten, Day One Early Learning Centre. A strong partnership exists between the local high school and the school. There are excellence programs in robotics, dance, film and television in which a number of Years 4, 5 and 6 students participate.



2.2 Key improvement strategies

Collaboratively work with all school stakeholders to review and re-establish the school's vision and statement of purpose.

Collaboratively develop a research-based pedagogical framework for the school and provide opportunities for teachers to engage with the framework to embed the pedagogy in curriculum planning and consistent teacher practice.

Develop an agreed and formal process for consistent modelling, mentoring and coaching that involves all staff members, and provides timely support and advice on classroom practice to build consistency in pedagogical delivery in the school priority areas, and that addresses areas of individual development.

Build processes to develop the data literacy of all teaching staff enabling them to effectively collate and analyse classroom and school-wide data.

Ensure high expectations for student behaviour are maintained and that all staff members' roles and responsibilities regarding the consistent application of PBL practices are well known, enacted and monitored.

Provide professional learning opportunities for teachers in using the AC to enhance curriculum development, planning, assessment and reporting implementation to meet the needs of their learners.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

Staff members are dedicated to improving learning outcomes and opportunities for all students and articulate the importance of the need for consistent teaching practices across the school. All staff members have a shared commitment to improved learning outcomes for all students and the wish to see the long-term success of the school.

Staff members are collectively committed to providing a caring and nurturing educational environment and working towards every student's success. There are obvious high levels of collegiality and support amongst staff members, who express a desire to improve their professional practice to achieve whole-school improvement. Many parents acknowledge the dedication of staff members that is valued within the community.

The leadership team outlines the school priorities as *Improving academic achievement for all students, Lifting the performance of our top students, Improving reading and writing for all students, Closing the Gap for Aboriginal and Torres Strait Islander students and Improving the participation and achievement of students with disability*. The school's Explicit Improvement Agenda (EIA) is reflected in the 2018 Annual Improvement Plan (AIP) that defines the core improvement priority as reading.

Some parents are able to articulate the school's focus on reading.

An expansive range of actions, improvement targets, timelines and responsible officers are associated with school strategies aligned with the reading EIA. Specific improvements for student achievement in A to E Levels of Achievement (LOA) and increasing the percentage of students reaching the Upper Two Bands (U2B) and National Minimum Standards (NMS) of the National Assessment Program – Literacy and Numeracy (NAPLAN) are outlined in the school's AIP. Other improvement targets outlined refer to qualitative measures of student and teacher engagement with teacher instructional approaches.

Staff members' ability to articulate the priority areas varies across the school. All teachers identify reading as the key feature of the improvement agenda. They express a lack of clarity regarding the other school improvement areas. A majority of staff members express concern regarding the constantly changing school focus areas each year.

Some teaching staff are engaging with the EIA and are able to articulate the expected strategies they are asked to use to teach reading in their classrooms. Across the school there is an expectation that teachers will use Explicit Direct Instruction (EDI) as the key pedagogical strategy in classrooms to deliver the reading mastery program.

In an endeavour to develop consistency of practice the school is currently engaging with the Reading Mastery program. Some teachers express a concern that this program has been introduced without sufficient consultation with teaching staff regarding the school's best way to improve student success in reading.



In the 2017 School Opinion Survey (SOS), staff member agreement with the statement 'There is good communication between all staff at my school' is 55.6 per cent and compares to a Like Schools Group (LSG) rate of 82.2 per cent. In conversations throughout the review, staff members express the belief that poor communication is an area of concern. They outline a desire to have clarity of direction for the school moving forward, frequently stating that the constantly changing school leadership has resulted in a direction for school improvement that requires clarification. Staff members express a degree of optimism with the appointment of the new permanent principal. The principal articulates an awareness of these issues and expresses a commitment to collaboratively exploring strategies to address these areas.

Class teachers express a desire to continually improve their teaching practice and speak positively of the collegial support for one another that exists across year level cohorts. Many class teachers speak of the informal sharing of school-based practices to build their capacity and enhance teaching and learning to improve student achievement. Professional Learning Team (PLT) sessions led by cohort leaders, are highly valued by class teachers.

There is a documented leadership responsibilities statement. All members of the leadership team are listed in the document and have areas of the responsibility linked to strategic and operational aspects of the school. Accountabilities for school leaders linked to who is driving and monitoring the achievement of targets and outcomes of the EIA are not clearly identified and staff members express a lack of clarity regarding who is responsible for leading aspects of the EIA.

All teaching staff demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community. The leadership team and some teachers are committed to implementing PBL and the recent addition of the Play Is The Way (PITW) initiative that some staff members identify as a natural advancement of the school's PBL journey. There are clear indications of the school's attempts at full implementation of PBL including established programs and processes, clear artefacts and some anecdotes of success. Some staff members identify that full engagement with the school's PBL program is varied.

Improvement strategies

Collaboratively work with all school stakeholders to review and re-establish the school's vision and statement of purpose.

Develop and embed an instructional leadership model for all school leaders that clearly articulates the roles, responsibilities and accountabilities aligned to the EIA, and ensure these are effectively communicated to, and understood by all staff members.

Ensure decision making by school leaders is collaborative, transparent and clearly communicated to support the success of the EIA and the school's vision.

Continue to support and build the capacity of all staff members to ensure the effective implementation and deep understanding of the key improvement strategies of the EIA.



3.2 Analysis and discussion of data

Findings

School leaders articulate the importance of reliable and timely student data as essential to successfully improving student learning outcomes.

The school's documented assessment/data plan identifies when data is to be collected on a term-by-term basis.

The school's Professional Development (PD) plan indicates the activities planned to be undertaken during staff meetings and school professional development days to instruct teachers in the use of various collection tools.

Processes are yet to be developed to enable the tracking of student performance on a school-wide basis. Students with disability are tracked for the learning programs offered through the Special Education Program (SEP). There is yet to be a process to track and monitor the achievement of students with disability in comparison to their age cohort.

The data storage facilities of OneSchool are utilised to record standardised assessment tool results. The support provisions are used to record information on actions to address the learning needs of students referred to the student support services committee. School-developed dashboards are utilised to identify those students who have been referred to the student support services committee, and Indigenous students who require support with their learning in addition to those who are progressing well.

Teaching staff collect information regarding student achievement utilising a number of tools including oral language screener, letter recognition, PM Benchmark, PROBE, and Early Start. These tools supplement NAPLAN, C2C assessments and other school-based assessment information.

The principal and HOC have analysed school performance data over a period of time and are aware of school trends in NAPLAN, diagnostic and A-E achievement data. The long-term analysis of student achievement in literacy and numeracy through the triangulation of school-based A-E achievement, standardised assessments and NAPLAN data is yet to occur.

Data from student learning progress is recorded and retained by each classroom teacher in a range of formats. OneSchool is utilised as a central point to record some diagnostic assessment data, behaviour incidents and parent contacts. The principal and some staff members acknowledge that there are benefits to sharing data in a central location.

A system for summarising, displaying and communicating student data to staff members and students is in the beginning stages of development.

Teaching staff members articulate varying degrees of confidence and expertise in analysing and responding to the range of student data. Teachers utilise the students' outcome data in the process of establishing the structure of reading groups. The ability of teachers to understand class data to inform teaching and learning practice and respond to the implications for differentiation varies across the school.



The principal acknowledges the need to continue to develop teacher data literacy skills to build a data culture and to reflect on the effectiveness of teaching and school-wide practices.

There are some school initiatives to support the wellbeing of students through the PITW program. The collection and utilisation of wellbeing data is an emerging practice in the school.

The school collects some behaviour data through OneSchool. The school's PBL committee meets regularly to discuss the data on student behaviour and to make recommendations regarding responsive changes to the program. Some teachers and teacher aides express concern that not all inappropriate behaviour incidents are recorded in OneSchool. This lack of data entry could affect the design of modifications to the PBL systems and processes.

The 2008 NAPLAN participation rates for Year 3 ranged between 96.3 per cent and 97.2 per cent. This compares to the 2017 participation rates that range from 94.4 per cent to 95.8 per cent. The Year 5 participation rate in 2008 was between the range of 95.9 per cent and 99.2 per cent and compares to the 2017 participation rate that ranges from 91.7 per cent to 92.9 per cent.

NAPLAN 2017 data indicates that Year 3 students are performing statistically similar to Similar Queensland State Schools (SQSS) in terms of the percentage of students achieving in the U2B in the priority area of reading. Year 5 U2B achievement in reading is below SQSS.

In the priority area of reading, 2017 NAPLAN data indicates that Year 3 and Year 5 Mean Scale Score (MSS) achievement is similar to SQSS.

School performance relating to achievement at or above the NMS matched to Queensland State Schools (QSS) identifies Year 3 performance in reading is 87.0 per cent which compares to QSS performance of 93.1 per cent. Year 5 NMS performance in reading is 91.0 per cent and compares to QSS performance of 92.6 per cent.

Relative gain 2015-2017 Year 3 to Year 5 in reading is similar to SQSS.

The Closing the Gap report indicates the mean score of Year 3 Indigenous students in reading is 43 scale points above non-Indigenous students. Care needs to be exercised in the interpretation of Closing the Gap data due to the small number of Indigenous students in the Year 3 cohort who were assessed.

The monitoring and tracking of the performance of students with disability is a shared responsibility between the classroom teacher and the Special Education Program (SEP) staff members. Classroom teachers, with the assistance of SEP staff are responsible for assessing students and reporting to parents. At the time of the review 38 students are on Individual Curriculum Programs (ICP). This includes ICPs for learning support above and below year level expectation.

As the result of the representations by the school leaders to the feeder early learning centres the Prep staff receive a number of different formats of transition statements from early learning centres. The school received 52 statements from a cohort of 62 Prep enrolments



this year. Leadership team members utilise transition statements to assist with the grouping of students for Prep classes. Statements are then distributed to Prep class teachers.

Improvement strategies

Build processes to develop the data literacy of all teaching staff enabling them to effectively collate and analyse classroom and school-wide data.

Refine the school's assessment and data plan, and storage of data to effectively track and monitor student performance and learning growth.



3.3 A culture that promotes learning

Findings

Staff members articulate an understanding of the importance of positive and caring relationships as essential to successful learning, and work to build mutually respectful relationships across the school community.

The tone of the school reflects a commitment to successful learning. There is an expectation that every student will achieve positive outcomes. All teaching staff members speak enthusiastically of the wish to ensure all students are provided with the best possible learning opportunities. Classrooms are orderly and inviting. Students are predominantly calm in their daily interactions with each other and most have positive views about attending the school. During the review period, classroom behaviour was predominantly calm and orderly across the school.

Staff members speak of parents and families being openly welcomed into classrooms to be partners in their child's learning. Most staff members express regret that some parents are not often deeply involved in their child's learning journey. The P&C and many parents acknowledge that the principal and teachers are open and transparent in communicating school information. Parents express appreciation for the commitment of staff members. Many parents indicate their support for the current strategic direction of the school.

The school has well maintained grounds and most building surrounds are clean and tidy. There is currently major construction work occurring in the centre of the school that will add a further covered play area for student use when completed. The school presents as an attractive learning environment. Most classrooms are inviting learning spaces with displays of student work that predominantly match the current curriculum work of students. In addition, displays promote whole-school processes and programs.

The school commenced its journey to full implementation of PBL in 2015 with the aim of effective management of student behaviour. PBL artefacts are displayed throughout the school, including in classrooms, playgrounds and walkways. Students and staff members are able to articulate the basic tenets of the PBL processes across the school. Students are able to identify the school rules of '*Be Respectful, Be Responsible and Be Safe*'. They are able to outline the rewards structures, *Gotchas*, that are associated with PBL.

The PBL committee actively reviews data and explores practices and strategies to meet the needs of students. Weekly reviews of classroom behavioural data occur and result in a focus rule of the week. This is highlighted on assembly each week and there is an expectation that the rule is explicitly taught in classrooms. Staff members and students are able to articulate the school's steps for managing inappropriate behaviour. There is a predominant belief that if there is a sustained commitment by all staff members to the processes of PBL, the expected outcomes will lead to more respectful relationships across the school community. Some staff members and parents speak of an inconsistency in responses to inappropriate behaviour.



The PITW program has recently been introduced to the school. The leadership team speaks of PITW being the natural progression of the PBL program and identify it as the strategy to be used to assist students to become more self-reflective of their social and emotional interactions with others. The leadership team articulates their vision of PBL and PITW complementing each other in guiding student behaviour. Some staff members indicate that they feel a degree of confusion regarding the communication as to how the day-to-day application of PBL and PITW is to be achieved. It is apparent that the level of confidence of some staff members regarding the successful implementation of PBL, PITW or both is varied.

The 2017 SOS data indicates 77.4 per cent of parents agree with the statement 'This is a good school', which compares to a LSG rate of 95.1 per cent. Student agreement with the statement 'My teachers care about me' is 91.4 per cent and compares with the LSG agreement rate of 93.1 per cent. 86.0 per cent of students in the 2017 SOS agree with the statement 'This is a good school'. Student agreement with the statement 'My teachers encourage me to do my best' is 96.5 per cent. This compares with the LSG rate of 97.0 per cent. Staff member agreement with the statement 'I feel staff morale is positive at my school' is 53.5 per cent and compares to a LSG rate of 79.7 per cent. The leadership team articulates an awareness of these levels of staff member morale and are committed to collaboratively identifying improvement strategies.

Year to date attendance for 2018 is 92.1 per cent with 15.2 per cent of students attending less than 85 per cent of the school year. This represents an improvement on the 2017 attendance rate of 91.9 per cent as indicated by the 2017 Semester 2 School Data Profile. The school uses a process of manually checking unexplained absences daily, followed up by SMS communication with parents. This ensures that same day notification of unexplained absences is communicated to parents. The school does not currently have a school attendance target or encouragement program to promote attendance. The school staff is working with all families to ensure the importance of high levels of attendance are understood and attained.

All students with disability are integrated within classrooms, with some withdrawal to address specific learning needs. Most of these students currently attend school full time. For all students who have part-time attendance arrangements, the SEP and leadership team members have formulated plans in conjunction with parents/guardians, to transition to full-time attendance within a designated time. SEP staff members monitor and track students with disability in regards to behaviour, School Disciplinary Absences (SDAs) and attendance trends. Students requiring additional support can be referred to the student support services committee that considers and enables appropriate support strategies. SEP staff members indicate that students with disability successfully operate, with some additional support, within the Responsible Behaviour Plan for Students (RBPS).

Improvement strategies

Ensure high expectations for student behaviour are maintained and that all staff members' roles and responsibilities regarding the consistent application of PBL practices are well known, enacted and monitored.



Collaboratively build a strong professional culture of mutual trust and support amongst all staff members and implement a range of strategies to ensure high levels of staff morale and wellbeing are achieved.



3.4 Targeted use of school resources

Findings

Improvements in student learning outcomes and building staff members' capability are identified as priorities for the school and financial and human resources are invested in these areas.

School leaders give priority to understanding and addressing the learning needs of students and are obtaining and applying available resources to meet these needs.

The school budget is aligned to the school's priorities and supports the current improvement agenda of the school. During Term 4 each year, the Business Manager (BM) begins the budgeting procedure through the school's 'wish list' process. This process requires staff members to submit budget submissions with associated improvement visions, implementation strategies, success criteria and cash flow expectations. The BM and principal then prioritise the school focus area expenditure requirements and successful 'wish list' submissions. This information in conjunction with historical budget information is utilised to formulate the new school budget. The school utilises regional finance staff to quality assure the budgetary processes. The BM and principal meet weekly to track budget expenditure.

The cash at bank at the time of the review is \$486 561.

The school anticipates Investing for Success (I4S) 2018 funding will be \$164 468. The school's I4S agreement indicates this funding will be used to provide additional teacher aide time to support literacy teams for reading, build teacher capabilities in reading pedagogies and the purchase of reading and spelling differentiation resources.

The school invests in additional teacher aide time to support the learning of all students, particularly through literacy learning teams. Teacher aides are viewed as valuable members of the school's teaching team and are deeply engaged in the delivery of the school's reading and spelling agenda. All teacher aides participate in the Annual Performance Development Plan (APDP) processes. Teacher aides report that they have regular meetings with the BM to review the progress of their APDPs. Teacher aides articulate that the BM organises their participation in professional learning linked to the school's EIA. Teacher aides articulate they feel valued through the professional learning they receive and express a desire to have further professional learning in the school's PBL program.

The leadership team makes strategic and operational decisions relating to curriculum, teaching and learning in consultation with key staff members. This process allocates appropriate financial and human resources to support learning and maintain facilities. Clear systematic processes to rigorously monitor human and financial resources in priority areas to determine their impact on student outcomes are not yet apparent.

Students who require adjustments to their programs of learning are identified by teachers and referred to the student support services committee. This committee meets weekly and consists of the deputy principal, Head of Special Education Services (HOSSES), guidance



officer, master teacher and teachers who are presenting information regarding students for consideration. The team considers all information about the student including information from parents and teachers, and data from assessments. The team identifies support strategies for each student's needs. Various team members are allocated responsibilities to ensure resource strategies are actioned in a timely fashion. The student support services process is well known and accessed as required.

The use of Information and Communication Technologies (ICT) is apparent across the school. A laboratory of computers is available for use through a roster system. A small number of computers are available in some classrooms together with some iPads, tablets and laptop computers. The school is currently considering a move to increase the number of mobile ICT devices in order to target improved opportunities for student engagement in the learning process. Staff members report that accessing ICT resources as a learning enhancement tool has not been consistent.

The use of information technology varies across the school according to the expertise of individual staff members. The principal identifies enhanced access to ICT resources and the implementation of the digital technologies program aligned with the Science, Technology, Engineering, Mathematics (STEM) framework as a future school priority.

The physical environment of the school allows for inclusive learning spaces for students. Resources are organised to ensure materials are accessible for staff members and students. Rooms throughout the school allow for whole-class, small group and individual workspaces. The school enrolment population was once much higher than it currently is. This allows additional learning spaces to be accessed by staff members when required. Scaffolding posters to support student learning processes and the display of student work are visible in some classrooms.

The school presents as a well maintained learning environment and the school grounds are well presented. It is apparent that ancillary staff members take pride in their work to maintain the school environment.

Improvement strategies

Strengthen school-wide monitoring processes to systematically and rigorously monitor and evaluate the effectiveness of school programs, processes and targeted resources in achieving improved student outcomes.

Implement strategies to enhance access to ICTs and build teacher capability to utilise ICTs to support teaching and learning of the AC across the school.

Develop staff capability to use ICT to build a culture of innovation and inquiry linked to STEM.



3.5 An expert teaching team

Findings

The school has a team of enthusiastic and dedicated teachers and support staff members who display an eagerness to be part of the school community and improve their teaching practice. They are highly valued by the students and members of the school community.

The principal is cognisant of the need to support all staff members to continually improve their teaching practice focusing on the development of knowledge and skills required to improve student learning.

Most teaching and support staff members have a current APDP. Some teachers use the Australian Institute for Teaching and School Leadership (AITSL) standards for reflection when developing their learning goals. Teachers report that feedback systems are yet to be developed so that staff members are confident with the progress of their APDP. Information from the developed APDPs is planned to be collated and used by the master teacher to develop the school's PD plan.

The leadership team indicates that teachers and teacher aides have received training from an external provider regarding the implementation of the Reading Mastery program being implemented in the Prep to Year 2 sector of the school and the introduction of the Spelling Mastery program across the whole school. The external provider models lessons for teachers during fortnightly visits to the school and trains the deputy principal, HOC, master teacher, Speech Language Pathologist (SLP) and Support Teacher Literacy and Numeracy (STLaN) to be the in-school coaches in this EDI approach. Observation and coaching of teachers in the implementation of the Reading and Spelling Mastery approaches are yet to commence.

Some teachers affirm their desire for opportunities to participate in modelling and observation and feedback sessions. Some staff members express a desire to spend time in other schools observing and discussing other teachers' practice. Some staff members articulate a willingness and need to participate in opportunities to work with and learn from each other.

A small number of staff members are in the early stages of their teaching career and they outline an induction process that includes the mandatory departmental training and an introduction to the school's procedures and PBL. They articulate they would appreciate further ongoing systematic support focused on the development of skills required to build relationships and improve their teaching practice.

Teacher aides are viewed as an important part of the team and work with teachers within classrooms. Teacher aides appreciate the opportunities they have for focused professional learning in the implementation of Reading and Spelling Mastery. Teacher aides report the need for further development of their behaviour management skills, and further inclusion in the communication systems of the school.



There is a three-weekly schedule of a staff meeting, a sector meeting and a year level PLT meeting. The PLTs are facilitated by a nominated teacher and focus on curriculum implementation. Teacher leaders indicate that discussion of curriculum units and teaching practice is shared and highlighted at these year level meetings.

The principal affirms the importance of building instructional leadership skills for members of the leadership team and staff members to support the implementation and embedding of school-identified priority areas within the culture and practice of the school.

Many teachers report concern at the constant change in teaching approaches over recent years and express a desire to develop their teaching expertise in a consistently implemented set of teaching strategies to establish embeddedness of practice.

The leadership team has used formal processes to manage the unsatisfactory performance of staff members when and as required.

A professional learning plan is established and is arranged on a term-by-term basis. In addition to mandatory training programs, the plan addresses the school priorities in reading and spelling, and information from the APDP process.

Improvement strategies

Develop a systematic process that aligns staff APDPs, the school professional learning plan, and coaching/mentoring program with the EIA and ensure the necessary funds and expertise are available to support the school's professional learning agenda.

Develop further rigour in the school induction and professional learning process to include scheduled and frequent opportunities for teachers to receive mentoring, modelling and feedback on their teaching practice.

Build the instructional leadership capability of members of the leadership team and key staff members to support teachers in developing the deep understanding of how students learn.



3.6 Systematic curriculum delivery

Findings

The school has a documented plan for curriculum delivery across Prep to Year 6. Staff members are aware of the use of programs including Reading Mastery, Spelling Mastery and C2C writing units when teaching literacy. Teachers are familiar with the AC and the use of C2C as a teaching resource.

The leadership team consists of the principal, deputy principal, HOC, HOSES and master teacher. Each member of the leadership team leads a particular cohort. Each cohort has a teacher leader who guides planning and facilitates cohort PLT meetings. School leaders and teaching staff focus on ensuring all students have the basic skills in literacy, specifically reading. This is demonstrated through the introduction of the Reading and Spelling Mastery.

The school recognises that a united approach forward is essential when implementing whole-school programs that would support all students in the classroom. Clear action planning and timelines to enable key programs to be consistently delivered and sustainable are yet to be implemented.

There is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes. PLTs are a new concept and will need to be further explored regarding how often PLT meet, their purpose and the impact on teacher and student learning.

During curriculum planning meetings, the HOC presents units of work to the PLT cohort leaders. The PLT leaders share the units of work with their cohort teachers who discuss the collegial sharing of resources, ideas and practices in addition to some modifications for the delivery of the unit of work. Teaching staff members are familiar with their year level curriculum expectations and teachers work collaboratively in cohorts in the delivery of these units.

Some teachers express the view that they would like to work side-by-side with the HOC in the development of their curriculum. Teachers indicate that it would be beneficial to spend professional learning time to build their depth of knowledge of the AC. The school is yet to implement processes to track and monitor the vertical implementation of the AC across the years of schooling.

School leaders and teachers articulate that there is a need for whole-school sharing of practices and capacity building through regular coaching, mentoring, observation and feedback aligned to the EIA. Teachers work collaboratively in their PLTs in an informal way to support and learn from each other. The school is yet to implement formalised collegial coaching and mentoring strategies to support teachers in the sharing of practice.

Teacher aides are viewed as an integral part of supporting student learning. Some teacher aides deliver the Reading Mastery and Spelling Mastery programs. Teacher aides express the need to work closely with teachers to enhance the learning of all students.



Some teachers express interest in taking a lead role and are eager to expand their knowledge regarding how to improve their own teaching practice and support others. Some teachers indicate that there is a lack of developing performance conversations with aspiring teachers and they regard this as limiting the opportunity for leadership development to occur in the school.

Summative assessment processes, using C2C assessment tasks are aligned with the AC and are used to report to parents regarding students' LOA. Some teachers articulate a degree of confusion in the use of formative assessment, including diagnostic assessment tools being utilised to influence the allocation of LOAs.

Improvement strategies

Provide professional learning opportunities for teachers in using the AC to enhance curriculum development, planning, assessment and reporting implementation to meet the needs of their learners.

Collaboratively develop processes to build teacher capability and the sharing of practice through regular coaching, mentoring, observation and feedback aligned to the EIA.



3.7 Differentiated teaching and learning

Findings

School leaders and staff members are committed to success for all students. There are some teaching practices across the school that reflect the belief that although students are at different stages in their learning, they can progress in their learning. This is apparent in the school's use of flexible grouping of students in reading and spelling.

Some teachers have an understanding where students are at, including their knowledge and skills by using data from OneSchool. Teachers utilise classroom dashboard to track student attendance, behaviour, summative and formative data. Some teachers identify that during PLT meetings, there is an opportunity to understand the learning needs of students and to enable the discussion of differentiation processes in the planning of the units of work. The principal acknowledges that the use of a differentiation placement is a resource that will support discussion regarding differentiation and is a priority for future practice. The school is yet to develop a whole-school differentiation framework.

There are school-wide processes established for students identified as requiring intervention. The referrals are discussed at student support services committee meetings that occur weekly. The student support services committee identifies students who require a Functional Behaviour Assessment (FBA) and implements support strategies, including flexible attendance arrangements, for those students. The flexible attendance arrangements are designed in consultation with parents, the class teacher and members of the leadership team. All flexible attendance arrangements are designed with the intention to return the student to full-time attendance as soon as possible.

The SEP continues to communicate with parents and families and provides information regarding the student's learning, including progress made over time, and what they might do to support their child's education. The HOSSES has introduced a monthly *Coffee, Chat or Chai* afternoon as an opportunity for parents of students with disability to discuss their concerns and celebrate positive progress.

Teachers consult with parents and students to ensure that reasonable adjustments are made to meet the needs of students with disability, including the development of individual learning plans. These plans provide SEP and teaching staff members with more detailed information regarding the support required.

The leadership team indicates the desire to review the process for the allocation of ICPs. Currently the ICP process is designed for students with disability and students performing significantly below or above year level achievement. Some teachers identify concerns regarding their ability to implement ICPs in their classroom and about the level of resourcing to support ICP students in the classroom.

Teachers monitor the progress of individual students and adjust their teaching to suit the needs of their students. There is some evidence of goal setting in some classrooms. This is not yet consistent in every class. The school is yet to establish a consistent expectation for student goal setting.



There is some focus on supporting students achieving in the U2B that is documented in the draft U2B Action Plan. The leadership team works collaboratively with teachers, to release students in small groups for support and extension.

Improvement strategies

Collaboratively develop a differentiation framework that outlines processes to record intervention strategies and adjustments for students.

Provide PD to support teachers in their understanding of differentiated teaching practices to meet the needs of the full range of learners.

Develop a process for student goal setting that is consistent, achievable and school-wide.



3.8 Effective pedagogical practices

Findings

The principal recognises that highly effective teaching is key to improving student learning and staff members demonstrate a commitment to continually improving their effective teaching practices.

Teachers report that there have been a number of approaches to teaching that have been implemented in recent years. The use of a coherent and consistent pedagogical approach is not yet apparent. A documented pedagogical framework is not yet available at the time of the review. The school's Beliefs and Practices document does reference the work of Fleming¹, Archer and Hughes², and Felder and Silverman³ in describing a direct instruction pedagogy with the Gradual Release of Responsibility (GRR) as a core teaching strategy. There is evidence in some classrooms of WALT, WILF and TIB charts and some teachers report that these are used to focus teaching.

The principal and other school leaders conduct walkthroughs during the Reading and Spelling Mastery lessons and provide informal feedback to staff in a positive manner. Some teachers indicate that they receive little or no feedback regarding their teaching. Other teachers indicate some informal positive feedback is provided and is reflective of the priority areas of reading and spelling development. Teachers receiving feedback report this process has been beneficial in affirming good teaching practices in their classroom.

Some teachers express a need to be supported with more modelling, mentoring and feedback to guide their teaching practices. Evidence of a planned process to provide detailed feedback to teachers regarding their classroom practices was not apparent at the time of the review.

The HOC works with cohort PLT leaders to support planning through a weekly one-hour curriculum planning committee meeting. PLT leaders arrange to meet with their cohort to collaboratively plan and to share high-yield strategies in their teaching. A tri-weekly meeting time is allocated for teachers to meet as a cohort and some cohorts have agreed to meet weekly to gain most benefit from the curriculum planning process.

The principal and other school leaders conduct walkthroughs and classroom visits identifying the needs of some teachers in the implementation of the Reading Mastery and Spelling Mastery pedagogy.

¹ Fleming, J., & Kleinhenz, E. (2007). *Towards a moving school: Developing a professional learning and performance culture* (No. 1). Aust Council for Ed Research.

² Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

³ Felder, R. M., & Silverman, L. K. (1988). Learning and teaching styles in engineering education. *Engineering education*, 78(7), 674-681.



School leaders report that in previous years a coaching program, including observation and feedback was established and focused on the GRR strategy.

Conversations with students indicate that feedback from teachers regarding their learning varies across the school. Some teachers provide predominantly verbal feedback to students regarding their effort and participation in learning. There was little evidence in student bookwork of written feedback that would assist students to improve their learning. Students indicate that when they receive feedback from their teachers regarding their learning this supports them to make further progress.

Students interviewed report that they did not find classroom learning challenging and that they complete their work easily. Some students who are in extension groups report that they find this work stimulating and are proud to be recognised for their learning.

Most students articulate they are engaged, feel safe to take risks and are supported to learn. Staff members articulate that the school works to establish the belief that students are able to work successfully and understand the link between effort and success.

Improvement strategies

Collaboratively develop a research-based pedagogical framework for the school and provide opportunities for teachers to engage with the school's pedagogical framework to embed the pedagogy in curriculum planning and consistent teacher practice.

Develop an agreed and formal process for consistent modelling, mentoring and coaching that involves all staff members, and provides timely support and advice on classroom practice to build consistency in pedagogical delivery in the school priority areas, and that addresses areas of individual development.

Review school expectations for providing regular and timely feedback to students and ensure these are consistently applied in every classroom.

Develop processes to improve the rigour of classroom expectations for student learning.



3.9 School-community partnerships

Findings

The school leadership team actively seeks ways to enhance student learning and wellbeing by collaborating with parents and families, and other education, health and community organisations.

The school parent organisation is strengthened by a close partnership with the school. The P&C values the education process and supports the school through a range of fundraising activities at the school and within the community. They are keen to support grounds and facility improvements in the school. The P&C is currently fundraising to contribute funds to providing an additional covered play area for student use. P&C members articulate a desire to work closely with school staff members in a systematic and meaningful way to enhance outcomes for students.

The P&C is supportive of the school's high expectations for student behaviour and is committed to work with the school to sustain PBL practices and programs. The P&C president attends weekly PBL meetings and is an integral member of this team. The leadership team and P&C executive articulate the importance of strengthening the partnership with parents to enhance curriculum and learning conversations. A parent and community framework is yet to be developed.

The school has established and developed beneficial partnerships with the local kindergarten, Day One Early Learning Centre, and other early years education providers. Members of the leadership team conduct multiple visits to local early learning providers to share information and promote the smooth transition of early years students. These relationships deliver a range of additional benefits to the learning outcomes of all students. The leadership team indicates the intention to build upon established processes to further enhance transition to the school.

The school facilitates a community playgroup three times a week for children aged between zero and four years of age and their families. The playgroup is coordinated by the school's teacher librarian and operates out of a spare classroom. During the three days of operation each week up to 100 students may attend. Staff and community members speak highly of the playgroup and the opportunity it provides to children and parents alike to come together for socialisation.

The school offers an Outside School Hours Care (OSHC) service that is coordinated by the Helping Hands Network. Approximately 20 students use the service on a daily basis.

The school's sport program involves networking with local primary schools. A sport's carnival day is organised twice a term to enable students from the school to participate in a range of sports. Students speak highly of the opportunities to participate in these days.

Music plays a significant role in displaying the strengths of the school through their variety night and performances in Fanfare and other musical and instrumental events.



An effective transition program has been developed for the Year 6 students transitioning to the junior secondary section of the local high school. The transition program consists of school visits by parents and students, an open day in Term 4 each year, and the sharing of student data regarding academic achievement, wellbeing, attendance, behaviour and friendship groups. The high school offers popular excellence programs in dance, robotics, film and television to students in Years 4, 5 and 6. The two schools articulate that plans are established to further strengthen the partnership through a joint STEM/ICT project. This project is in its very early planning stages.

The HOSES articulates that students with disability and/or learning difficulties will participate in an extended transition program during Term 4. This transition program will entail multiple escorted visits to the high school.

The P&C expresses a sense of positive change to the atmosphere in the school with the appointment of the new principal. The P&C articulates the wish to continue working closely with the school to raise funds and to work towards improving the school's profile in the community.

Improvement strategies

Further strengthen relationships with local early childhood providers to enhance the transition to Prep.

Collaboratively develop a Parent and Community Engagement (PaCE) framework, including clear partnership expectations to ensure sustainability through roles and responsibilities, goals, decision making structures and participation to enhance student learning outcomes.

Explore new opportunities outside the local area to form partnerships in order to support student learning.