



# School Improvement Unit Report

## Elanora State School





## Contents

1. Introduction.....	3
1.1 Background.....	3
1.2 School Context.....	3
1.3 Review methodology.....	4
1.4 Review team .....	4
1.5 Reading the report .....	4
2. Executive summary .....	5
2.1 Key findings .....	5
2.2 Key improvement strategies.....	7
3. Findings and improvement strategies against the domains.....	8
3.1 An explicit improvement agenda .....	8
3.2 Analysis and discussion of data .....	10
3.3 A culture that promotes learning.....	13
3.4 Targeted use of school resources .....	15
3.5 An expert teaching team .....	17
3.6 Systematic curriculum delivery .....	18
3.7 Differentiated teaching and learning.....	20
3.8 Effective pedagogical practices .....	22
3.9 School-community partnerships .....	24
4. Follow-up timelines.....	26

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at **Elanora State School** from **8 to 11 August 2016**. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School Context

<b>Location:</b>	K P McGrath Drive, Elanora
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1983
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	1084
<b>Indigenous enrolments:</b>	4.1 per cent
<b>Students with disability enrolments:</b>	5.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1031
<b>Year principal appointed:</b>	2011
<b>Number of teachers:</b>	95 (full-time equivalent)
<b>Nearby schools:</b>	Elanora State High School, Palm Beach Currumbin State High School, Currumbin State School, Palm Beach State School
<b>Significant community partnerships:</b>	Currumbin Wildlife Sanctuary, Elanora Uniting Church
<b>Significant school programs:</b>	Laptop classes, Science Specialists , Lead to Succeed, Languages - Japanese & Spanish



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
  - Principal, four deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), student wellbeing coordinator and Business Services Manager (BSM)
  - Instructional coach, school chaplain, religious education coordinator
  - Facilities officer
  - Two Karawatha Indigenous committee representatives
  - 39 classroom teachers and specialist teachers
  - 12 teacher aides
  - Two administration officers and 41 students
  - Two school council parent representatives
  - Parents and Citizens' Association (P&C) president and vice president and five parents

### 1.4 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Jim Horton	External reviewer
Pam Hall	External reviewer

### 1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



## 2. Executive summary

### 2.1 Key findings

- A culture of high expectations and inclusivity resonates across the entire school community.

The staff members of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, parents and the community. A strong staff collegial culture of mutual trust and support has been established to promote student and staff member wellbeing. Staff members' morale is high.

- The school is proactively developing a lighthouse model of inclusive education which endeavours to meet the learning and wellbeing needs of all students. In being designated for a Self-Determined Review the school established this area of its work as a key focus area for this review.

The school is proactively redefining the notion of inclusivity to encompass social and emotional wellbeing for all students. A significant commitment to developing practices that enhance student learning and wellbeing is evident. The school is yet to define targets for social and emotional wellbeing.

- The school leadership team has established an improvement agenda in reading, comprehension, numeracy, National Assessment Program – Literacy and Numeracy (NAPLAN) Upper Two Bands (U2B), Closing the Gap and social and emotional wellbeing.

Levels of student achievement at the school are high with measurable gains in NAPLAN means, U2B and National Minimum Standard (NMS) evident over the 2013-2016 period. The understanding and articulation of the wide range of priorities by staff members varies across the school.

- A pedagogical framework is in place which is based on Marzano's<sup>1</sup> Art and Science of Teaching (ASoT) model.

Three design questions within the ASoT model are the focus for developing a learning culture that encompasses a consistent set of pedagogical expectations. The depth and consistency of feedback to teachers regarding the agreed pedagogies varies across the school.

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<sup>1</sup> Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007.



- The sharing of planning, teaching strategies and resources within year levels is an embedded practice.

Opportunities exist for teachers to visit colleagues' classrooms to share strategies to enhance student learning. Visits are generally aligned to the Explicit Improvement Agenda (EIA).

- The school is in the process of developing a coherent and sequenced plan for curriculum delivery from Prep to Year 6.

The plan for curriculum delivery is shared with parents and families. Parents are able to identify specific priorities and curriculum activities and learning goals for students. Parents report there are multiple ways school leaders and teaching staff members communicate with them. The way curriculum expectations are understood and interpreted by staff members varies.

- The leadership team actively promotes the use of differentiated teaching and learning strategies for ensuring that every student is engaged and learning successfully.

The school has a proactive approach to developing student well-being through its innovative Lead to Succeed program. The school actively seeks to enhance student learning and wellbeing by partnering with parents and families, education and training institutions, local businesses and a wide range of community organisations.



## 2.2 Key improvement strategies

- Review and narrow the number of annual school priorities and establish a cycle of review to ensure the EIA is communicated, actioned and monitored across the school.
- Develop and implement an explicit strategy for instructional leaders to model, monitor and provide feedback to teachers on the agreed ASoT pedagogies.
- Collaboratively develop the school picture of what an inclusive classroom looks like encompassing social and emotional wellbeing.
- Collaboratively develop and document the school's curriculum plan ensuring alignment with the Australian Curriculum (AC), which is locally relevant, inclusive and engaging for all students.





### 3. Findings and improvement strategies against the domains

#### 3.1 An explicit improvement agenda

##### Findings

The school principal and other school leaders are united, committed to and explicit about their core objectives to improve learning and wellbeing outcomes for all students in the school.

The leadership team has established an improvement agenda in reading comprehension, numeracy, spelling, writing, closing the gap and social and emotional wellbeing.

Teachers provide varied responses regarding the 2016 improvement agenda with some being unclear as to the full range of priorities. Most teachers cite spelling and writing.

School targets in Levels of Achievement (LOA) data and for all strands of NAPLAN have been set and communicated to staff members.

The school is proactively redefining the notion of inclusivity to encompass social and emotional wellbeing for all students. The school is yet to define targets for social and emotional wellbeing.

School leaders have reviewed longitudinal data sets to understand trends and identify current student achievement levels. Growth in student learning is closely monitored with a particular focus on Students with Disabilities (SWD), significant additional learning needs and potential U2B students.

Human resources are realigned to maximise outcomes in areas of the improvement agenda such as pedagogy, reading, inclusivity and Closing the Gap.

Staff members across the school demonstrate their commitment to continual improvement in teaching and learning practices. Teachers actively seek ways to remove obstacles to learning for whole class, small group and individual learning needs in consultation with peers, specialist staff members and school leaders.

School leaders, staff members, parents and students have high expectations for student engagement, behaviour and academic outcomes.

Progress towards published school targets is systematically monitored and evaluated for their effectiveness. Formal feedback to all teachers regarding their progress in achieving targets in student learning is yet to be embedded across the school.

##### Supporting data

School Priorities 2016, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, domain summaries,





budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement Strategies**

Review and narrow the number of annual school priorities and establish a cycle of review to ensure the EIA is communicated, actioned and monitored across the school.

Collaboratively develop the school picture of what an inclusive classroom looks like encompassing indicators of social and emotional wellbeing.



## 3.2 Analysis and discussion of data

### Findings

The school leadership team clearly articulates and demonstrates the belief that the school-wide collection and analysis of data is critical to the implementation of the school's improvement agenda. Analysis of academic, attendance, and behavioural data is used to measure growth across the school.

2016 Year 3 NAPLAN data indicates Mean Scale Score (MSS) gains for 2015 to 2016 in four of the five areas assessed, with all areas at levels above or similar to Similar Queensland State Schools (SQSS). Year 5 MSS indicates improvement for 2015 to 2016 in four of five areas assessed and rates generally comparable to SQSS.

The percentage of Year 3 students achieving in the Upper Two Bands (U2B) improved over 2015-2016 in all testing areas. The performance in this measure was above those of SQSS in each area assessed and generally the highest recorded at the school. Year 5 U2B performance was above that of SQSS in four of the areas assessed.


The percentage of students achieving at or above the National Minimum Standard (NMS) is generally increasing with 100 per cent of Year 3 students achieving at this level in writing and numeracy. 100 per cent of Year 5 students achieved at or above the NMS in numeracy.

According to 2016 NAPLAN, relative gain data from Year 3 to Year 5 for 2014-2016 is similar to SQSS in all domains except writing which is above SQSS.

The school-wide assessment and reporting schedule guides the aggregation of a comprehensive data set that is used to inform future planning and action. A range of student achievement data is collected, utilising tools including York Assessment of Reading for Comprehension (YARC), PROBE, PM Benchmark, Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS), spelling placement and diagnostic tests, NAPLAN pre and post assessment, cohort reading and writing achievement assessments, BTFM place value tests, PAT-M, iMaths investigations and PAT-S. The data is entered onto OneSchool for aggregation and interpretation.

Consideration is being given to the most appropriate data to collect on student wellbeing to determine the short and longer term impacts of the Lead to Succeed initiative.

The school utilises data to identify starting points for improvements in student learning. Data from the previous year is utilised to determine reading groups at the beginning of the new school year. Ability groups in reading and mathematics are formed from the analysis of NAPLAN and LOA data in the relevant elements of literacy and numeracy. The results in spelling in the 2015 NAPLAN assessment informed the adoption of a Soundwaves structured spelling program across the school from the beginning of 2016. Class teachers undertake checkpoints every three weeks to determine the progress of students in the most recent unit of work.



Processes are established for the collection and analysis of school-wide data. NAPLAN and LOA data in curriculum areas are organised by school leaders for the development of spreadsheets for sharing with teachers at year levels. The school's Assessment and Reporting Schedule outlines formative and summative assessment tools to be used annually in all year levels. The school's performance is shared with and analysed by the school council and shared with parents through the newsletter.

Regular year level team meetings provide the opportunity for teachers to meet with their colleagues and their assigned deputy principal to analyse and study a broad range of student achievement and wellbeing data. Teachers are allocated time to meet with a member of the leadership team to analyse data trends and to determine where increased emphasis might be placed and adjustments necessary to classroom programs. School professional development days and year level meetings are used for the display and communication of school-wide data.

Staff members use OneSchool to input, manipulate and interpret data to identify trends that inform future classroom planning. The data literacy of classroom teachers is increasing through working with school leaders.

Teachers report the checkpoint data is useful in guiding the next stage of targeted teaching. A number of teachers express concern that the heavy emphasis on academic results and undertaking three-week checkpoint assessments results in challenges to delivering a balanced curriculum across all learning areas.

The involvement of teacher aides in discussions regarding performance and student wellbeing data and its use in future planning varies from class to class.

Data is used to inform the development of class and individual learning goals. Students have opportunities to provide evidence of their successful achievement of individual goals.

The school systematically monitors other performance data. The target teachers have a responsibility for designing specific programs for students identified through the analysis of data for intensive support in literacy and numeracy. The student wellbeing teachers lead the process to monitor the social and emotional health of students and develop programs to address areas of concern. The achievement of Indigenous students is monitored closely.

### **Supporting data**

School Priorities 2016, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, domain summaries, preliminary NAPLAN data for 2016, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.



### **Improvement strategies**

Further develop the data literacy of staff members to enhance teacher capacity to input, manipulate and interpret data to identify appropriate teaching strategies.

Determine the most appropriate form of data to collect to monitor the impact of the school's initiatives in supporting student wellbeing.

Review the current assessment schedule to ensure sufficient time is available for all teachers to deliver a balanced curriculum.



### 3.3 A culture that promotes learning

#### Findings

A strong staff collegial ethos of mutual trust and support is established to promote student and staff member wellbeing. Staff members' morale is high.

A culture of high expectations and inclusivity resonates across the entire school community.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, parents and the community.

Attendance rates are above the State Schools mean with 9.8 per cent of students attending less than 85 percent of the time in 2015 compared to 12.3 per cent for the state.

Indigenous students' attendance indicates 25 percent are attending less than 85 percent of the time. The Karawatha Indigenous Group and school leaders are reviewing strategies to enhance Indigenous student engagement.

Students, staff members and parents rate this to be 'a good school' according to the 2015 School Opinion Survey (SOS) data with results above the State.


SOS data 2015 indicates 84.2 per cent of Year 6 students believed they could 'talk to teachers about their concerns' compared to 94 per cent of Year 5 students.

An explicit pastoral care program, Lead to Succeed, operates across the school. It is informed by the You Can Do It! (YCDI) program and Stephen Covey's<sup>2</sup> Habits of Mind and is tailored for the school community. All classes receive a fortnightly lesson on the Lead to Succeed program. These values are reinforced through reward systems in most classes. Artefacts are displayed in prominent locations around the school to remind students of key strategies. The school motto *Excellence and Honour* is used by teachers to reinforce the Lead to Succeed values.

An inclusive philosophy resonates across the school. There is a comprehensive Individual Support Plan (ISP) process targeting verified students and an Individual Curriculum Plan (ICP) process. The Head of Special Education Services (HOSES) and target teachers ensure the ICP and ISP are aligned directly to AC. Special Education Program (SEP) teachers work closely within year level teams to provide differentiated approaches for targeted students within mainstream classes. Some teachers believe SEP students could benefit from more social interaction time before integration.

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<sup>2</sup> Covey, S. R. (2014). *The 7 habits of highly effective families*. St. Martin's Press.



Teaching staff members have clear understandings of their students' academic profiles. Formal evidence of social and emotional wellbeing is yet to be explored.

A range of exemplary extra-curricular student engagement programs including Robotics Club, Chess Club, sports teams, choral and instrumental music groups, Art Club and Tournament of Minds contribute significantly to the high standing school culture.

Students in Years 5 and 6 reveal a high degree of pride in the school and appreciation for the range of student leadership opportunities such as Safety Effort, Achievement, Self coaches (SEAS), Emotional Bank Account team (EBAT), library monitors and sports captains.

Opportunities exist for teachers to share strategies to enhance student learning through the design of vignettes filmed regarding exemplary pedagogical practices usually aligned to the pedagogical framework.

Visits to classrooms by school leaders are often aligned to the EIA.

The sharing of planning, teaching strategies and resources within year levels is exemplary. Opportunities exist for teachers within year levels to visit colleagues' classrooms to critique and share strategies to enhance student learning. Visits are generally aligned to the EIA.

The instructional coach and some school leader's model and provide feedback to teachers on aspects of the pedagogical framework.

The year level coordinator is a position responsible for unit planning and communication within year levels and is highly valued by teaching staff members.

The principal and school chaplain meet daily to identify and support students who may require additional support. The school chaplain is highly valued by students, parents and school staff members.

### **Supporting data**

School Priorities 2016, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, domain summaries, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement strategies**

Build on the successful staff collegial culture of sharing and critique by colleagues that exists within year levels to the whole-school, ensuring alignment to the EIA.





### 3.4 Targeted use of school resources

#### Findings

Resources are deployed to meet the learning and wellbeing needs of all students. Processes for the use of student achievement and wellbeing data are well established to guide the application of human and material resources in-line with the school's documented priorities.

Literacy and numeracy coaches work in conjunction with the HOC to assist teachers in the development of classroom programs relevant to the identified needs of students.

The school has placed a predominant emphasis on improving student wellbeing and developing resilient, confident learners. Current and future mental health needs of the students are acknowledged and supported through the allocation of resources to create the student wellbeing teacher positions, and the development of the school-specific Lead to Succeed program.

Specialist teachers and support teacher aides work as integral members of classroom teams to support the school's approach to inclusive education whereby students with a range of special needs are integrated into age-appropriate classrooms.

The deputy principals, in collaboration with target teachers and classroom teachers, use the achievement data to identify students requiring intensive withdrawal support through initiatives such as BOOST and the intervention program. Students in Years 3 and 5 are the focus for additional assistance in Semester 1, with students in the other year levels receiving priority in Semester 2. The target teachers delivering these programs are funded from the Investing for Success (I4S) allocation.


The alignment between the current classroom program and the learning undertaken with the target teachers varies. Target teachers are sometimes involved in reporting back to the parents of the students they support through parent teacher conferences.

SWD and students with learning difficulties are integrated into regular classrooms and only withdrawn where necessary for short periods of intensive support. Data is used to inform the streaming of students in Years 3 to 6 into ability groups in reading and mathematics. This allows identified learning needs to be met and the school's priority of increasing the percentage of students in the U2B of NAPLAN to be addressed.

Indigenous students receive additional support to maximise their achievement. High achieving Year 5 and Year 6 Indigenous students participate in the Solid Pathways program run in collaboration with the University of Queensland (UQ).

Teachers acknowledge the school is well resourced and requests for enhanced resourcing aligned to stated priorities are treated fairly. Year level classes have been relocated to allow for teacher collaboration and for the efficient allocation and sharing of human and material resources.





The budget committee of eight representatives of staff members and the school leaders is involved in making budget decisions. Teachers indicate their input to budgeting processes and the establishment of expenditure priorities is welcomed. Resources are allocated to address student needs and adjusted as needs change. An annual proforma is used to gather feedback from teachers to determine the efficiency of resource allocation to support student learning.

The school has a large cohort of experienced and trained teacher aides who support students' learning. They report the level of their involvement in planning and assessment processes varies.

The school's current cash at bank balance is \$657 868. The I4S funds allocation is \$362 642.

### **Supporting data**

School Priorities 2016, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, domain summaries, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement strategies**

Continue to build the alignment between classroom programs and target teacher support.



### 3.5 An expert teaching team

#### Findings

There is clear evidence the principal and other school leaders view the development of an expert teaching team as central to improving student outcomes.

The school expects all teachers to be committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning.

The principal is active in identifying, attracting and retaining high quality teachers. Funding is targeted to ensure accomplished teachers with specific skills are recruited and developed to support the school's improvement agenda.

Professional Development (PD) is aligned to the school improvement agenda. The school provides multiple opportunities for staff members to engage in professional learning. There is a commitment from most staff members to engage in these opportunities.

Programs and strategies introduced are based upon data analysis and research and carefully considered to enhance effective teaching and learning practices. It is apparent that there is a high level of commitment from staff members to improve their skills to impact positively on student learning outcomes.

Teachers appreciate the opportunities provided for structured, collaborative curriculum planning and formal and informal sharing of teaching strategies and resources within year levels.

The school has made a considerable investment in the development of coaching skills with identified staff members available to support peers. There is a high level of confidence in the capability of teacher colleagues as experts in their field.

New and returning staff members are supported by a structured induction program led by members of the leadership team.

#### Supporting data

School Priorities 2016, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, domain summaries, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

#### Improvement strategies

Further develop the strong collegial teaching culture to ensure vertical alignment of expectations, strategies and professional dialogue across the year levels.



### 3.6 Systematic curriculum delivery

#### Findings

The school is in the process of developing a coherent and sequenced plan for curriculum delivery from Prep to Year 6.

There is variation in the way curriculum expectations are understood and interpreted by staff. Teachers use a variety of resources when planning. These include the AC achievement standards and content, Curriculum into the Classroom (C2C) units and resources and previously taught units of work. The alignment of curriculum planning and assessment processes to the AC is not yet clearly apparent across the school.

Resources, including unit plans, assessment tasks, and vignettes of teachers modelling strategies are available to all teaching staff members through the edStudio.

The plan for curriculum delivery is shared with parents and families. Parents are able to identify specific priorities and curriculum activities and learning goals for their students. Parents report there are multiple ways school leaders and teaching staff members communicate with them.

Regular curriculum year level planning meetings are facilitated by the HOC. The practice of horizontal curriculum alignment is valued by staff members and is instrumental in developing a culture of professional collaboration at year levels. The school is beginning to expand this process to enable vertical alignment of curriculum and assessment.

Assessment processes, particularly the checkpoints, are aligned with the enacted curriculum and are designed to clarify learning intentions. These are effectively used by teachers to inform curriculum planning decisions, identify individual learning needs, provide feedback to students and to facilitate goal setting. Some teachers and students state that the frequency of these tasks impacts on effective teaching and learning time.

School leaders and teachers have begun to differentiate assessment tasks to allow all students to demonstrate learning. Some teachers express the concern that criteria for LOA ratings at the school do not reflect a direct alignment to AC achievement standards.

Deputy principals use specific data to group students according to need in English and mathematics across a number of year levels. Additional resources are allocated to support student needs in these groupings. A number of teachers express the desire to have more input into the formation of these groups.

Extension and engagement of high performing students is not yet apparent within all classroom programs.

#### Supporting data

Improvement strategies School Priorities 2016, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical



framework, domain summaries ,budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement strategies**

Collaboratively develop and document the school's curriculum plan ensuring alignment with the AC, which is locally relevant, inclusive and engaging for all students.

Ensure the horizontal and vertical alignment of curriculum delivery and continuity of learning through supported collaborative planning and moderation processes.



### 3.7 Differentiated teaching and learning

#### Findings

The school leadership team actively promotes the use of differentiated teaching and learning strategies for ensuring that every student is engaged and learning successfully. The leadership team, parents, staff members and students indicate this ethos is embedded in the school.

The school has developed a proactive approach to developing student wellbeing through its innovative Lead to Succeed program. This is highly valued throughout the school community.

Teaching practices across the school reflect teachers' belief that their students are capable of successful learning, though their learning may be occurring at varying stages and progressing at different levels. Teaching staff members state they set high expectations for their students and plan learning experiences that challenge students.

Teachers utilise a variety of data and professional judgement in monitoring their students' progress and deciding how to address individual student needs. Extension and engagement of high performing students is not yet apparent within all classroom programs.

Teacher aides and students would welcome the opportunity to be more involved in designing learning experiences.

Every effort is made to ensure early identification and intervention occurs for students requiring additional learning support with the intervention being monitored and reviewed as the student progresses.

Consultation with specialists, teachers, parents and outside agencies occurs to ensure interventions are well-informed and learning plans for students are appropriate.

Individual learning plans are collaboratively developed for students requiring significant adjustments to their learning program. Parents of students with special learning needs state they are kept informed of the action the school is taking to support them. A number of teachers are unaware of the processes within the school to monitor the ICP.

Parents comment they feel well informed about their child's learning and are provided with progress reports and interviews. Parents value the fact that they have the opportunity to discuss any issues with staff.

#### Supporting data

School Priorities 2016, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, domain summaries, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.



### **Improvement strategies**

Provide PD to embed teaching practices to ensure that highly capable students are extended within classrooms.



### 3.8 Effective pedagogical practices

#### Findings

A pedagogical framework is in place based on Marzano's ASoT model. The key tenets articulated by most teachers are learning goals, new knowledge including Gradual Release of Responsibility (GRR), chunking and grouping, and engagement including suitable environment and lesson structure. Teachers' comments and classrooms observations reflect a range of artefacts which support all these tenets. Clear evidence of student input into unit design was less apparent.

Teachers value the school's decision to select only a few ASoT strategies rather than the entire model. Many teachers demonstrate a wide repertoire of their own engagement strategies. A clear and consistent picture of school expectations regarding Marzano's Design Question 5 on engagement is yet to be developed.

The depth and consistency of feedback to teachers from school leaders regarding the agreed pedagogies varies across the school.

An instructional coach is employed by the school to support some teachers in enhancing their repertoire of teaching–learning strategies in line with ASoT and to coordinate PD in pedagogy and literacy for all teaching staff. The work of the coach is highly valued by colleagues.

School leaders including the HOSES, HOC and year coordinators analyse student data and assist teachers to plan differentiated teaching strategies for students within their cohorts.

Classrooms are welcoming places in which to learn and teachers take pride in the presentation of these environments. Students report their classrooms are conducive to learning and that they feel supported by their teachers in the learning process.

Teachers develop student learning goals in reading, writing and numeracy. These goals are becoming more specific as support and feedback from leaders continues to build. Students' knowledge of their learning goals and an understanding of how they can progress their learning in these areas is consistent across the school.

Students indicate they would like to see more extension activities and a greater variety of learning experiences to engage them in the learning. Some teachers address the challenge of providing engagement strategies to further motivate high performing students.

Many teachers stress the importance of finding the time to understand the interests and background of their students to build the level of engagement in learning.

#### Supporting data

School Priorities 2016, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, domain summaries,





budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement strategies**

Develop and implement an explicit strategy for instructional leaders to model, monitor and provide feedback to teachers on the agreed ASoT pedagogies.

Build and communicate the bank of exemplary student engagement teaching strategies which foster deep learning, big ideas, creative and critical thinking.

Develop a whole-school feedback process involving all school leaders to build the capacity of all teaching staff members in line with the EIA.



### 3.9 School-community partnerships

#### Findings

The school actively seeks to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Partnerships are strategically established to address identified student needs and to extend the school's capability to operate as an inclusive institution.

Parents and other community members volunteer as assistants in the school and are acknowledged for their involvement and commitment with an annual morning tea. This was attended by over 200 people in Term 4 2015. School functions featuring students' performances are well attended.

Parent representatives from each class meet with the principal on a regular basis. They provide feedback from parents and obtain up-to-date information which is shared with other parents through emails or social media. The school sends a newsletter electronically to parents on a weekly basis and communicates with parents through the Q Parents app.

The school has established partnerships with a range of outside organisations to support students. Bond University placed two psychology students in 2016 to work with students. A child psychologist funded by Medicare works at the school for two days a week.

A range of local agencies worked with the school on its Purple Ribbon Day during the 2016 Domestic Violence Prevention Month. This promoted its Respectful Relationships' initiative to the wider community as a component of the whole school mental health and wellbeing framework. Based on its work regarding student wellbeing, the school was recognised in July 2016 as only one of four KidsMatter Schools in Queensland.

Trained Kids Hope mentors have established relationships as consistent role models with students who may require additional support or who have suffered emotional turmoil. The Kids Hope coordinator works with the student wellbeing teacher to ensure mentors are matched appropriately to students.

The Indigenous parent group, Karawatha, works with the principal to help address the learning and social needs of Indigenous students and to ensure all students can participate in and learn from special events such as National Aborigines and Islanders Day Observance Committee (NAIDOC) week.

The school council is working with the principal to develop a wider range of corporate relationships. It takes an active role in identifying potential community partners to support the growth of information technology and business management, and to enhance opportunities for students to engage in the Arts and to develop entrepreneurial skills.

The school chaplain interacts with students and provides a home-school link on request with families reluctant to engage directly with the school. The role of the local Adopt-a-Cop is negotiated collaboratively with school leaders.



The local Lions Club provides a free breakfast for any interested students each Monday morning.

A parent and child expo, Footprints, is facilitated by the school to allow more than 50 local early childhood providers to inform families of services and resources available to them.

Clarity around partner roles and responsibilities is achieved through the development of Memorandums of Agreement (MOUs) with groups such as Centrecare, child psychologist, and Bond University psychology students.

The school partners with other schools to support curriculum development and student learning. This includes Tallebudgera State School for English unit planning and moderation, and local high schools regarding science and sport)

The school benefits from the commitment of volunteers and resources provided by external organisations. It allocates some resources to identified priority support roles such as the target teaching initiative and the student wellbeing teacher position.

Partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations. Some partnerships are more recent including Kalwun Deadly Choices program. Other services including those provided by the Lions Club and Child and Youth Mental Health Services have been operating for five years.

### **Supporting data**

School Priorities 2016, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, domain summaries, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement strategies**

Ensure the roles and responsibilities of partner organisations are clearly documented.

Systematically monitor the goals, progress and achievement of partnerships to ensure they support the learning agenda of the school.



#### **4. Follow-up timelines**

- School to publish the executive summary on their website within two weeks.
- School to meet with Principal Supervisor to discuss review findings and improvement strategies.