School Improvement Unit Report

Elanora State School
Executive Summary
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

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

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<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Alan Sampson</td>
<td>Internal reviewer, SIU (review chair)</td>
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<tr>
<td>Jim Horton</td>
<td>External reviewer</td>
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<tr>
<td>Pam Hall</td>
<td>External reviewer</td>
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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\(^1\) 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.

- 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.