

Elanora State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Elanora State School** from **28 February** to **5 March 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Kim McNamara	Peer reviewer
Simon Boyce	Peer reviewer
Christine Tom	External reviewer



1.2 School context

Location:	K P McGrath Drive, Elanora
Education region:	South East Region
Year opened:	1983
Year levels:	Prep to Year 6
Enrolment:	1008
Indigenous enrolment percentage:	3.6 per cent
Students with disability enrolment percentage:	5.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1050
Year principal appointed:	2018
Day 8 Staffing teacher full-time equivalent (FTE):	63.25
Significant partner schools:	Elanora State High School, Palm Beach Currumbin State High School, Palm Beach State School, Ingleside State School, Currumbin Valley State School, Currumbin Community Special School, Coolangatta State School, Tallebudgera State School, Tallebudgera Outdoor and Environment Education Centre
Significant community partnerships:	Southern Cross University (SCU), Currumbin Wildlife Sanctuary, Kids Hope Aus, local childcare centres, Elanora Uniting Church, Southern Gold Coast Schools Coalition, Local Councillors and Members of Parliament, Palm Beach Neighbourhood Centre, Elanora Police Beat
Significant school programs:	Student wellbeing, chaplaincy, early years transition, high school transition, volunteer programs



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Inclusive Practices (HIP), 54 teachers, guidance officer, 19 non-teaching staff, Business Manager (BM), 57 students, school chaplain, Aboriginal and Torres Strait Islander co-ordinator, members of School Council, Parents and Citizens' Association (P&C) executive, 62 parents, tuckshop convenor, Queensland Teachers Union (QTU) representatives, school crossing supervisors and Police Beat representative.

Community and business groups:

- Community Playgroup partnership co-ordinator and Kids Hope Aus facilitator.

Partner schools and other educational providers:

- Principal Elanora State High School and principal Palm Beach Currumbin State High School.

Government and departmental representatives:

- Councillor for Division 13 City of Gold Coast, State Member for Currumbin and ARD.

1.4 Supporting documentary evidence

Investing for Success 2019 and 2018	Strategic Plan 2017-2020
Headline Indicators (October 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional Learning Plan 2019	Curriculum planning documents
School improvement targets	Professional Development Program
School Pedagogical Handbook 2019	School newsletters and website
Assessment and Reporting Plan	School Opinion Survey 2018
Responsible Behaviour Plan for Students and the 4R posters	Explicit Improvement Agenda 2019 (as shown in Key Priorities for 2019 Posters)
Annual Implementation Plan 2019 and 2018	



2. Executive summary

2.1 Key findings

The leadership team and teaching staff are focused on ensuring that every student is succeeding at school.

The school motto '*Excellence and Honour*' is published widely and teachers, together with the school leaders, indicate that it guides all academic, sporting and creative endeavours, and expectations regarding student behaviour.

The continued implementation of an inclusion model is a priority for the school.

Target teachers provide individualised programs for students, including for students with disability. Individual Curriculum Plans (ICP) are developed to address the needs of students with a verified disability and to enhance opportunities for student success. These are developed by the Head of Inclusive Practice (HIP) in consultation with other teachers to ensure that the needs of students are addressed.

The behavioural expectations of the school are underpinned by the 4R's of '*Responsibility, Respect, Relationships and do what's Right*'.

The 4R's are displayed in every classroom and implemented effectively in conjunction with the Lead to Succeed program as the school's behaviour support program. All staff and students are exposed to the language of the two documents, and most students consistently verbalise the expectations of these approaches and use them in managing their behaviour positively.

The school has recently established a curriculum team to support teachers in the development and implementation of the Australian Curriculum (AC).

The team is led by a deputy principal and includes the Head of Curriculum (HOC) and two curriculum leaders. The team is building a collective vision to focus their work. They are currently establishing clear roles and responsibilities aligned with deliverables.

A comprehensive, whole-school curriculum plan is developed that outlines curriculum delivery from Prep to Year 6.

Teaching capability and knowledge of all aspects of the AC is emerging. Processes that ensure alignment with the achievement standards, curriculum, and assessment of Version 8 of the AC are being led by the curriculum team. School leaders acknowledge the need to support teachers to deepen their knowledge of all elements of the AC and are continuing to seek genuine opportunities for this to occur.



Roles and responsibilities for the implementation of the key improvement priority areas have been established by school leaders.

These roles and the responsibilities of school leaders have been documented. Some teachers are as yet unclear in identifying the responsible officer for each area and indicate a degree of uncertainty regarding the roles and responsibilities of the leadership team.

School leaders recognise that highly effective teaching is the key to improving student learning.

A visible, informal approach to implementing walkthroughs of classrooms by members of the leadership team is under consideration, as is the development of a structured process of modelling, observation and feedback for teaching staff. Some teachers request that regular processes be established to include modelling of effective teaching strategies, observing teachers in action, and providing opportunities for regular discussion and feedback to teachers regarding the effectiveness of their pedagogy.

Pedagogical differentiation is apparent in classrooms, providing opportunities for students to use different learning styles and approaches to problem solving and to demonstrate their learning.

Many teachers incorporate kinaesthetic experiences into their repertoire of teaching and encourage learners to use a range of thinking strategies and routines. Most teachers use higher order thinking tasks from the Curriculum into the Classroom (C2C) suite of materials to support pedagogical differentiation. The practical, hands-on experiences presented by the science teachers in the science laboratory enhance kinaesthetic differentiation.

Partnerships are strong and have been established over a number of years.

The school's partnerships with the wider community, parents and caregivers are designed to address identified student needs and to access suitable learning experiences, support and resources unavailable within the school.

Features of the school learning environment include a large number of murals on the outside of buildings, well-kept gardens and grassed areas on the oval.

Staff and parents are highly positive regarding the impact that all the murals have in creating a supportive learning environment. The school is an environmentally friendly green school and there is very little litter in the school grounds further enhancing the supportive learning environment.



2.2 Key improvement strategies

Deepen school-wide knowledge of all aspects of the AC by enabling year level teams and other relevant stakeholders to engage collaboratively in AC aligned planning.

Establish the roles, responsibilities and accountabilities of all leaders to align with the school's strategic direction and effectively communicate these to the whole school community.

Develop a collective vision for the curriculum team with clearly articulated roles, responsibilities and deliverables.

Develop a formal classroom observation, feedback and coaching culture involving all teachers and leaders to provide timely support and advice regarding classroom practice in the priority areas and in areas for individual development.

Support classroom teachers in the planning and delivery of differentiated pedagogy and learning experiences for the range of student abilities in their classrooms, including high achieving students.