

# Elanora State School

## School-led review validation executive summary

### About the school

Elanora State School acknowledges the Kombumerri people who are the traditional custodians of this land. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	943
Indigenous enrolment	4%
Students with disability	20.5%
Index of Community Socio-Educational Advantage (ICSEA) value	1053

### About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Elanora State School** on **13 to 14 November 2023**.

- **Stephen Bobby**, Senior Principal, Reviews, SRR (validation chair)
- **Sue Dalton**, School Supervisor
- **Jandee Laidlaw**, Peer Reviewer
- **Jodie Watts**, Peer Reviewer

### Key improvement strategies

*Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.*

#### Domain 3: A culture that promotes learning

Collaboratively develop a shared vision for student wellbeing and engagement to foster shared accountability.

#### Domain 1: An explicit improvement agenda

Collaboratively review and communicate roles and responsibilities for all leaders and key teaching positions to ensure accountabilities are clear and portfolios align to the strategic direction.

#### Domain 4: Targeted use of school resources

Collaboratively review and communicate the strategic allocation of all human resources to maximise expertise to deliver intended outcomes and evaluate impact of targeted interventions for student wellbeing, engagement and achievement.

#### Domain 8: Effective pedagogical practices

Refine teacher knowledge and capability to intentionally plan and implement evidence-informed pedagogical practices to ensure all students are appropriately engaged, challenged and extended in their learning.

### Key affirmations



**Parents and community members are openly and actively encouraged to be part of the Elanora State School community.**

Staff and community members speak of the generational connection that they have to the school. Connection to community is a strength that elevates the school's public standing and enhances its positive culture of opportunity. Staff and school leaders speak with delight of the generations of families that come through the school, strengthening the relationships between staff, students and families. Community partnerships are sourced and highly regarded, to actively contribute to enriching the lives of students. Leaders actively encourage parents, students and staff to embrace being part of a larger community.

**Staff express the importance of growing and learning from each other.**



Teachers and leaders are committed to an ongoing journey of continuous improvement. Teachers are open in praising the professional skills of their colleagues and outline that improving their own skills can be achieved through learning from each other. Leaders have established multiple opportunities, both formal and informal, for teachers to learn from each other, including receiving feedback on their teaching practice from colleagues, Watching Others Work (WOW), and participating in regular scheduled year level meetings with knowledgeable others. Teacher aides express that meeting opportunities are established to discuss effective teaching strategies and practices.

**Staff speak highly of the positive culture and the levels of collegiality.**



Staff openly praise the school team's friendly and professional culture with an emphasis on staff wellbeing. Many staff speak positively regarding their colleagues, in particular their year level team members and the connections with the leaders of learning and target teachers. Staff value the time given to wellbeing activities such as 'Walk in Wednesdays', in addition to mentor and induction supports for new staff. Staff see the school as having an 'open door' attitude for seeking and engaging in support, being recognised for knowledge, and having their voice validated.

**Staff value structured time to meet regularly in year level teams.**



Staff describe how the school has prioritised additional time each week to enable year level teams to meet regularly as Professional Learning Teams (PLT). They identify that PLTs are utilised for cooperative planning, moderation, solving problems of practice and sharing resources. Staff acknowledge that PLTs also build the strength of the team and collegiality. Some staff convey a desire to transfer knowledge shared in PLTs to classroom practice.

**The friendly, caring and professional nature of the senior leadership team is a highlight.**



The senior leadership team models strong relational and instructional leadership to the school community. Staff and community members acknowledge the high visibility of leaders and the way they intentionally engage and connect with all. Staff speak positively regarding the care and support that the senior leadership team provides, contributing to their professional growth and personal wellbeing. School leaders actively lead collaborative processes, engage in professional learning cycles and provide feedback to teachers on their classroom practice. Many staff acknowledge and appreciate the lines of communication from the leadership team to staff using a variety of modes and forums, discussing the confidence and coherence this builds amongst the school community.

**A strong commitment to providing all teachers opportunities to build their capability in implementing a synthetic phonics approach is apparent.**



Teachers share a high level of satisfaction with the roll-out of a synthetic phonics approach using the Promoting Literacy Development (PLD) resource. They speak positively regarding the decision-making process in researching appropriate approaches, visiting a local school to see PLD-in-action, commencing the roll-out with Prep and Year 1 before inviting other year levels to trial the program, and investing in teaching resources and decodable texts. Staff identify that a continued focus on building capability will support consistency across all year levels.