Marshall Road State School

School Review Report

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Marshall Road State School** from **8** to **10 October 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.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Leanne Ibell	Peer reviewer
David Manttan	External reviewer

1.2 School context

Location:	Kurts Street, Holland Park West
Education region:	Metropolitan Region
Year opened:	1960
Year levels:	Prep to Year 6
Enrolment:	496
Indigenous enrolment percentage:	1.2 per cent
Students with disability enrolment percentage:	2.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1135
Year principal appointed:	Semester 2, 2018 (acting)
Full-time equivalent staff:	21
Significant partner schools:	Holland Park State High School
Significant community partnerships:	Holland Park Junior Cricket Club (HPJCC)
Significant school programs:	Reading, Positive Behaviour for Learning (PBL), peer mediators, Bring Your Own Device (BYOD) classes

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, 21 teachers, Business Manager (BM), guidance officer, master teacher, Head of Teaching and Learning (HOTL), two administration officers, four teacher aides, 47 students, 39 parents, Parents and Citizens' Association (P&C) president and assistant tuckshop convenor.

Community and business groups:

- Director of Holland Park Kindergarten.

Partner schools and other educational providers:

- Principal of Holland Park State High School.

Government and departmental representatives:

- State Member for Greenslopes and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2016-2019
Investing for Success 2018	School Data Profile (Semester 1, 2018)
Headline Indicators (Term 1, 2018)	Report Card and NAPLAN update
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan	Prep to Year 2 Literacy Framework
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

All staff are committed to improving student learning and wellbeing outcomes.

Staff members express a desire to work collaboratively with each other and parents in developing and delivering a strong improvement agenda for the school.

Students and parents support and highly respect the work of teaching staff in developing positive and supportive classrooms for learning.

Students indicate they find learning interesting, exciting, and appreciate the work teachers do to enable high Levels of Achievement (LOA). Students are keen participants in the extracurricular activities offered by the school in areas of intra- and interschool sport, music program, bands, ensembles and choirs, in addition to a range of clubs and activities. Parents indicate their support of the numerous extracurricular activities of the school.

The members of the leadership team and staff recognise that highly effective teaching is the key to improving student learning.

Teachers express high levels of confidence in their ability to apply evidence-based teaching strategies within their classroom to improve student outcomes. Teachers and members of the leadership team recognise the expertise of their colleagues and the efforts expended to address student learning and wellbeing needs.

Staff members express a willingness to continually improve teaching and learning to achieve school-wide improvement.

Staff express the need for further transparency and collaboration in establishing school strategic decisions enabling a united, cohesive and sustainable approach in moving the school forward. The leadership team is introducing a change management process. This process is focused on developing a supportive, collaborative school culture based on clear communication and shared decision making.

The school has an established Positive Behaviour for Learning (PBL) program.

The current school leaders indicate the need for this program to be renewed. The school has recently unveiled their new PBL mascot 'Powerful Owl'. Teaching staff members articulate that there is an expectation that lessons on the behaviours are conducted in all classrooms. Many teachers indicate that the current system of rules and consequences is not implemented consistently across the school. The current leaders and PBL team acknowledge these concerns and have developed an action plan for the future with timelines to review and address all aspects of the PBL program.

School leaders articulate a vision of building further data literacy skills for all teachers to enable effective use of classroom-based student assessment data to influence planning for student learning.

Student data discussions with school leaders have previously occurred. Teaching staff members indicate that this practice targeted the priority area of reading. As yet there is not sufficient evidence to suggest that these discussions are a whole of school consistent practice.

Teachers express high levels of satisfaction with the current planning process for English and the clarity provided in understanding the standard expected.

During the curriculum planning process, the Head of Teaching and Learning (HOTL) and teachers are collaboratively exploring the assessment tasks, Guides to Making Judgements (GTMJ) and the standards of the Australian Curriculum (AC). The consideration of the general capabilities and cross-curriculum priorities of the AC, including the use of Information Communication Technology (ICT), problem solving, social capability development and critical and creative thinking is yet to be a focus of the curriculum planning process.

Teachers are experts in the fields in which they teach, have high levels of confidence in teaching in those fields, and are eager to expand their subject knowledge.

Opportunities for teachers to work in teams, and harness the professional knowledge and expertise of each other, to identify and work on problems of practice and strategies and actions for improvement are yet to be part of the school professional learning practices. Forums and processes for sharing or showcasing best practice are yet to be formalised.

Staff members express a genuine desire to engage in continuous improvement of their professional capability.

A year level coordinator position for each year level has been established. Members of the leadership team acknowledge the expertise of staff and are using an inquiry approach to identify future leaders for school initiatives and programs. Further work regarding building the capacity and strength of teacher leaders and aspirants for leadership positions is recognised as important.

The Parents and Citizens' Association (P&C) is committed to supplementing school funds to enable students to access high quality school facilities, learning resources and engaging playground environments.

Parents, students, staff and local community members speak highly of the school. There is a very strong sense of community and a focus on learning for all students. Parents appreciate opportunities to participate in their child's learning. The current leadership team is working on building open and transparent communication channels and rebuilding trust with parents and the wider community.

2.2 Key improvement strategies

Continue to develop a school change management model to drive the Explicit Improvement Agenda (EIA) that is focused on collaborative decision making, clear communication strategies, and balances the pace and expectations of change.

Review the current PBL process and implementation practices to ensure consistency in application and renewal of the positive reward system.

Establish regular cycles of data discussions with cohorts of teachers to enhance understanding of student learning and develop strategies to enhance class teaching.

Ensure a strong focus on the development of cross-curriculum priorities and general capabilities of the AC including ICT capability, problem solving, social capability and critical and creative thinking.

Provide opportunities for greater levels of distributed leadership across the school to utilise the talents and interests of teachers and aspiring leaders.

Develop processes to enable teachers to work in professional learning teams to share and build on their expertise and knowledge.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

All staff members are committed to improving student learning and wellbeing outcomes, and express a desire to work collaboratively with each other and parents in developing and delivering a strong improvement agenda for the school.

The school's Strategic Plan 2016–2019 was developed following the full school review in 2015 and includes some actions and timelines to address key improvement strategies that were recommended as a result of this review. Staff members express a willingness to improve teaching and learning to achieve school-wide improvement. Staff express the need for further transparency and collaboration in making strategic school decisions enabling a united, cohesive and sustainable approach in moving the school forward.

Student academic progress compares favourably to Similar Queensland State Schools (SQSS), particularly in reference to achievement at or above the National Minimum Standard (NMS). Many students are performing in the Upper Two Bands (U2B) in the National Assessment Program - Literacy and Numeracy (NAPLAN).

The Annual Implementation Plan (AIP) 2018 outlines seven improvement priorities of reading, quality teaching and learning, sustainable implementation of the school's improvement agenda, Closing the Gap regarding attendance and outcomes for Indigenous students, differentiating for diversity, PBL and community engagement. The AIP was not endorsed by the P&C.

2018 has seen significant change to the leadership team including changes of principal, HOTL, master teacher and Business Manager (BM). These changes have necessitated a refocus on the priority areas and a narrowing and sharpening of the school agenda.

The leadership team members identify the EIA as reading and PBL. The leadership team is working through a change management process that is developing a supportive, collaborative school culture focused on clear communication and shared decision making. An inquiry process is scanning and assessing current school practices, community expectations and concerns, and developing actions for improvement. Staff members express satisfaction with the process thus far and there is an obvious cautious optimism regarding the future direction of the school.

Parents express high levels of satisfaction with the current leadership team's consultative processes and the improved communication in relation to school events and decisions.

The leadership team meets weekly to discuss and plan the school priority areas and the change management process. Role and responsibility statements have been developed for members of the leadership team that closely align with the EIA. Some staff members indicate they remain uncertain of these roles. Accountabilities for key staff members in driving the improvement agenda forward are yet to be established.
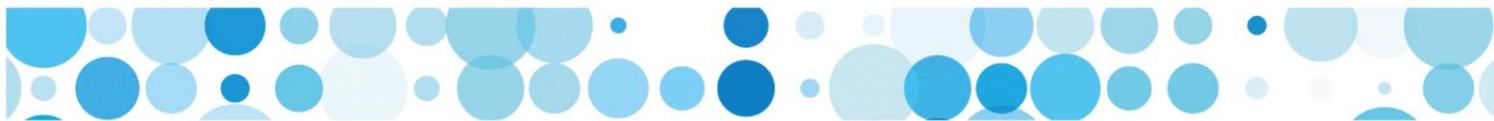
The identification of lighthouse school practices and key staff to support the implementation of decided actions is encompassed in the scan and assessment phase of the change process. The development of a distributed leadership model to build committed staff partnerships in the school's improvement agenda was identified as an area for improvement in the 2015 school review report.

All staff members are aware of the school priority areas of reading and PBL and acknowledge the PBL program would benefit from review. Many staff members express the belief that the school has developed a strong reading program and are ready to move to a new focus area. Student reading data indicates that across the school 350 students are reading above benchmark, 117 students are reading at benchmark and 25 students are reading below benchmark. The leadership team members express the belief there is further work required to embed reading throughout the curriculum with clear and consistent high-yield reading strategies embedded in all teacher practice before changing the priority focus.

The current AIP includes targets for improvement and broad timelines for actions. The leadership team articulates they will use data gathered from the scan and assessment phase and school review to refine timelines and targets for strategies and actions.

Parents and the school community hold high expectations for student engagement in learning and express high levels of satisfaction with the commitment of teachers and the academic outcomes of their child. Members of the leadership team are working with the P&C and school community to re-establish open and effective communication with parents and build a shared and understood pathway for school improvement. Parents express a growing confidence in school governance and the return of a family-orientated school community.

Improvement strategies

Continue to develop a school change management model to drive the EIA that is focused on collaborative decision making, clear communication strategies and balances the pace and expectations of change.

Develop detailed short and long-term targets and timelines to deliver and monitor the impact of the school's EIA.

Develop action plans and accountabilities for key staff members to support the implementation of the EIA.
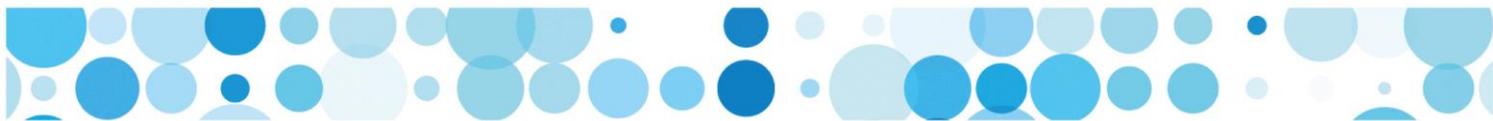
3.2 Analysis and discussion of data

Findings

The current school leaders acknowledge the need for quality student learning data to enhance teaching and build successful learning for students.

The school has published an assessment schedule for the systematic collection of student achievement data that all teachers are expected to enact. The schedule identifies timelines, responsibilities, targets and the assessments to be used. These include PM Benchmark, PROBE 2, Words Their Way, a writing task, sight words - Prep to Year 3, NAPLAN style assessments and summative assessment tasks from Curriculum into the Classroom (C2C). Teachers acknowledge that students are reaching the highest level of current diagnostic reading testing tools by the end of Year 4 and the school is yet to identify other sources of data to measure student progress and inform next step teaching.

Reading achievement data is collected from all year levels and is analysed to identify students who meet or exceed year level benchmarks and those students requiring additional support.

Reading assessment data and C2C summative test data are recorded in OneSchool. Reading assessment data is utilised to form performance-based reading groups in all classrooms. The master teacher and HOTL support teachers to utilise the data to determine the groups and the learning needs of each group. Teachers plan specific lessons for each group and these lessons are implemented by the class teacher and trained teacher aides.

The school is beginning to use OneSchool as the central repository for school and student data. Staff skill in utilising the functions of OneSchool, particularly the class dashboard, is emerging.

The writing task and NAPLAN style assessments are used to identify students who are to receive learning support in writing from the Support Teacher Literacy and Numeracy (STLaN).

Discussions with class teachers indicate that classroom assessments are predominantly used for reporting to parents on their child's achievement. Some teachers indicate that evidence of student learning is gathered through anecdotal notes and checklists and that this is used to form student learning goals.

Some teachers indicate that data discussions with school leaders have previously occurred. Teaching staff indicate that this practice targeted the priority area of reading. As yet there is not sufficient evidence to suggest that these discussions are a whole of school consistent practice.

Current school leaders articulate a vision of further building data literacy skills for all teachers to enable effective use of classroom-based student assessment data to influence planning for student learning.
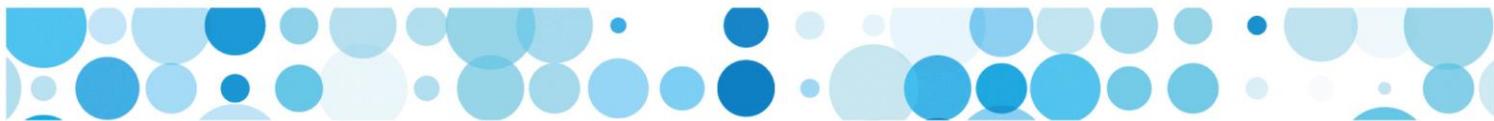
Behaviour data, including School-wide Evaluation Tool (SET) and Effective Behaviour Support (EBS) data, is utilised by the PBL committee to make decisions regarding the focus for improving behaviour and staff learning.

Data indicates that student participation in NAPLAN has declined in 2018. In 2017 100.0 per cent of Year 3 students participated in all strands except numeracy where 98.4 per cent of students participated. In 2018 Year 3 participation rates range from 89.0 per cent to 91.5 per cent. The 2017 Year 5 participation rates ranged from 94.3 per cent to 97.1 per cent and compares to a 2018 participation rate ranging from 88.5 per cent to 90.2 per cent. In 2018 seven Year 3 students and five Year 5 students were withdrawn from NAPLAN.

The school's Index of Community Socio-educational Advantage (ICSEA) percentile is 93. In 2018, the Mean Scale Score (MSS) percentile for Year 3 ranges from 67 to 82 and the Year 5 percentile ranges from 67 to 83.

2018 NAPLAN data indicates Year 3 MSS achievement is similar to SQSS in all strands, with the exception of grammar and punctuation which is above SQSS. Year 5 MSS achievement is similar to SQSS in all strands, with the exception of reading which is above SQSS.

Year 3 U2B performance is above SQSS in reading, and grammar and punctuation, and similar to SQSS in writing, spelling and numeracy. Year 5 U2B achievement is above SQSS in reading and similar to SQSS in all other strands.

NAPLAN 2018 data indicates that Year 3 and Year 5 achievement at or above the National Minimum Standard (NMS) is 100.0 per cent across all strands, with the exception of Year 5 writing which is 98.1 per cent. These results are above Queensland State Schools (QSS) in all strands.

Relative gain 2016-2018 Year 3 to Year 5 is similar to SQSS in all areas.

The school utilises transition statements received from early childhood providers to supplement the data for newly enrolled Prep students.

The 2017 Closing the Gap report indicates that no Year 3 Indigenous student sat NAPLAN.

Improvement strategies

Establish regular cycles of data discussions with cohorts of teachers to enhance understanding of student learning and to develop strategies to enhance class teaching.

Review the current assessment and reporting framework to ensure that the range and appropriateness of assessments enable effective tracking of student achievement.

Further develop the data literacy skills of teaching staff to enable the effective use of classroom data to inform teaching.

Continue to provide professional learning for all staff on the use of OneSchool.
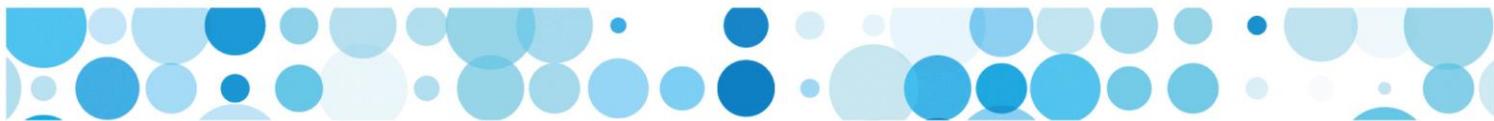
3.3 A culture that promotes learning

Findings

Current school leaders, staff and students articulate the positive approach students demonstrate towards their learning. Students indicate that they find learning interesting, exciting, and appreciate the work teachers do to enable high LOA.

Students are keen participants in the extracurricular activities offered by the school in the areas of intra and interschool sport, music program, bands, ensembles and choirs, in addition to the range of clubs and activities. Parents interviewed indicate support for the many extracurricular activities of the school.

Students and parents support and highly respect the work of teaching staff in developing positive and supportive classrooms for learning.

Student attendance in 2017 was 95.9 per cent maintaining a long-term trend of attendance greater than 95 per cent. Across the period 2013 to 2017 the annual attendance rate for the small number of Indigenous students attending the school was above 91.0 per cent except for 2017 where the attendance rate for Indigenous students was 84.8 per cent. The rate for all students attending for less than 85 per cent of the school year in 2017 was 2.8 per cent.

In 2017 the rate per term per 1000 for short-term School Disciplinary Absences (SDAs) was 10.6 and compares to a State rate of 18.0. In 2017 there were 21 short-term SDAs recorded, an increase from seven in 2016.

The school's Responsible Behaviour Plan for Students (RBPS) was reviewed in 2017 and is due for further review in 2020.

The school has an established PBL program. Current school leaders indicate the need for this program to be renewed. The school has recently unveiled their new PBL mascot, Powerful Owl. The PBL committee utilises SDA data to inform the targeted teaching of positive behaviours in classrooms. Positive behaviours are recorded in OneSchool. The school's three organisers for school rules are '*Safe, Caring, Learners'* and the school motto of '*Only The Best'*. These organisers and motto are displayed throughout the school and a matrix of expected student behaviours is developed. Teachers articulate that there is an expectation that lessons regarding the behaviours are conducted in all classrooms.

Students are awarded 'Possies' to acknowledge positive behaviours and these support the awarding of gold, silver and bronze certificates. A number of teachers, students and parents articulate a level of concern with the way in which this rewards system works.

Many teachers report that the current system of rules and consequences is not implemented consistently across the school. Parents, students and staff members indicate in the School Opinion Survey (SOS) concern at the management of student behaviour in the school. During discussions some parents and students express concern with regards to perceived inconsistency in implementing school rules. Similar issues with the PBL program were identified in the 2015 school review report. The current leaders and PBL team acknowledge
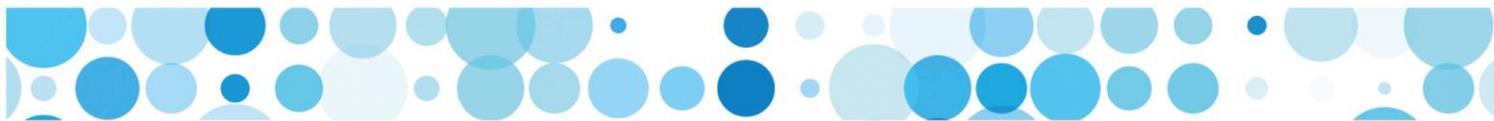
these concerns and have developed an action plan for the future with timelines to review and address all aspects of the PBL program.

Year 6 students are trained in peer mediation and students speak favourably of this program. Student leaders indicate that they would like to extend the opportunities for Year 5 and Year 6 students to support younger students in classrooms and the playground.

School leaders articulate that a social and emotional learning program is yet to be developed for the school to support the wellbeing and resilience of students.

The 2017 School Opinion Survey (SOS) indicates staff agreement with the statement 'I feel that staff morale is positive at this/my school' was 41.9 per cent and compares to the Like Schools Group (LSG) agreement rate of 78.6 per cent. Staff agreement with the survey item 'I would recommend my school as a good place to work' was 53.5 per cent and compares to the LSG rate of 89.9 per cent. Some staff members attribute the low satisfaction rates to poor communication, insufficient opportunities to collaborate on key decisions, and a sense of not being valued. This is similar to the 2015 review findings. A number of parents indicate an awareness of these issues. All staff members and parents express that recent changes have led to improved communication and collaboration in the school and a return to a positive community culture. A staff wellbeing committee has been established and leads processes and activities to engage staff in activities to support their wellbeing.

Some parents articulate their desire for the school to develop more inclusive practices to address the learning and social needs of students with disability and those students from a diverse background.

Parents and teachers identify that there is a return to a strong sense of community in the school and that there is improved attendance and involvement of families in school events including the recent Arts Festival.

A school focus on developing a culture of inquiry and innovation whereby creative innovation and learning are valued by teaching staff and students is acknowledged as a future area for development. Some teachers express the concern that their ability to improve and enhance school-based planning has been limited over past years and that high achievement and expectations have been defined as success in NAPLAN assessments. Conversations with staff and community to define what 'high expectations' at the school will 'look like, feel like and sound like' are yet to occur.

One student attends on a negotiated attendance plan. The plan is regularly reviewed with the principal, guidance officer and the student's carers with the most recent review occurring in September 2018.
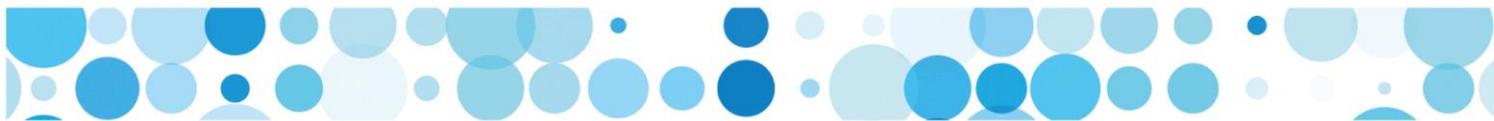
Improvement strategies

Review the current PBL process and implementation practices to ensure consistency in application and renewal of the positive reward system.
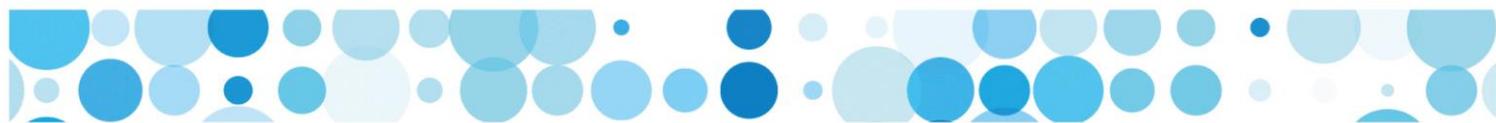
Collaboratively develop a shared vision for high expectations at the school.

Develop strategies to include inquiry and innovation within the teaching and learning practices of the school.

3.4 Targeted use of school resources

Findings

Members of the school leadership team are endeavouring to apply school resources to meet the learning and wellbeing needs of all students. The P&C is committed to supplementing school funds to provide students with access to high quality school facilities, learning resources and engaging playground environments.

Departmental funds have contributed to recent upgrades of the school administration block and courtyard areas. These refurbished areas are contributing to the welcoming feel of the school and providing students with attractive outdoor learning spaces. All classrooms are now air conditioned as a result of P&C fundraising efforts.

School facilities include a school hall, swimming pool, resource centre, art space, computer lab and permaculture gardens. All facilities are well maintained and classrooms present as attractive learning environments that display examples of student work and learning intentions.

A recently established Team around the Child (TAC) is addressing school-wide and individual approaches for students requiring additional support. The TAC team is in the early stages of developing a case management process to support teachers to identify, refer and differentiate for the individual needs of students. Teachers speak positively of the support provided by the Special Education Program (SEP) teacher, STLaN and guidance officer in assisting them to cater for the unique learning needs of students.

Teacher aides are deployed to assist during reading groups that occur four times a week in Prep to Year 2 classes. Teaching staff members provide reading resources for each group and frequently provide a script for teacher aides to follow. Many teachers attribute student reading success to the reading group structure and the ongoing whole-school consistent focus on reading.

Bring Your own Device (BYOD) classes operate in Years 4, 5 and 6. School rationale for developing the classes and strategies for measuring the impact of the BYOD on improved learning outcomes are yet to be fully established. Staff, students and some parents express the need to review the school ICT infrastructure and the equitable access for all staff and students to ICTs to support and enhance curriculum.

The school has recently established an ICT committee that is working with teachers to assist with their personal Professional Development (PD) on utilising ICT devices to support student learning. Members of the committee articulate school ICT resourcing is inhibiting teacher and student access to ICT devices and ability to meet the full demands of the AC.

Specialist teachers provide the visual art, music, languages and physical education curriculum across the school. The biennial school Arts Festival celebrates student participation in the Arts and highlights individual student talents, school choirs, instrumental music, string ensembles and school bands.
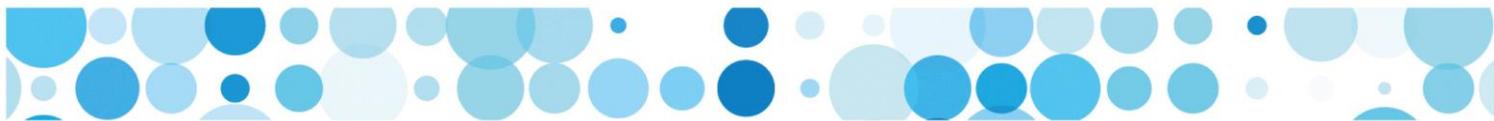
The school has received $153 696 Investing for Success (I4S) funds in 2018. This funding is directed toward partial funding of the HOTL, release of staff to complete diagnostic reading tests, teacher release for PD and curriculum planning, coaching support of staff regarding providing effective feedback to students, and employing teacher aides to support the school's guided reading program. Targets for student achievement in reading are established. Monitoring processes to measure the effectiveness of targeted resources in improving student learning outcomes against targets are yet to be developed.

The school budget is historically developed by the principal in consultation with the BM. The principal and BM have regular scheduled meetings to discuss school resourcing needs and budget expenditure. The budget process for the coming year is in the consultation phase due to the change of leadership team members.

Recent budget adjustments to enable staff purchase of resources directly aligned to their classroom curriculum and the purchase of new student furniture have been welcomed by staff. Some staff members express a need for further spending on reading and library resources to complement the EIA of reading.

Current cash at bank is $431 123.

Improvement strategies

Continue to build a school-wide system to support staff to identify, refer and differentiate for the individual needs of the full range of students within the school and their classrooms.

Review the school budget process and allocation of funds to ensure alignment of expenditure and school priority areas.

Develop school processes for monitoring and measuring the effectiveness of targeted resources on improving student learning and wellbeing outcomes.
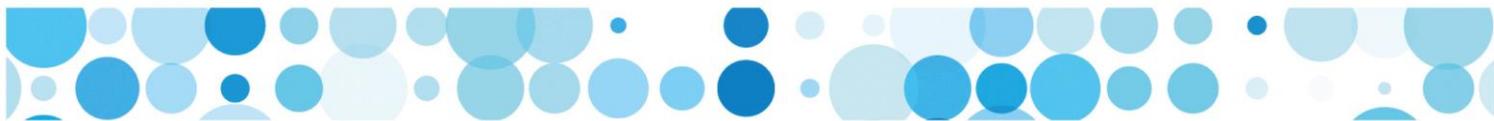
3.5 An expert teaching team

Findings

The current leadership team is committed to promoting excellence in student learning. The school leadership team views the development of staff into an expert teaching team as central to improving outcomes for all students.

An overview of roles and responsibilities for key personnel has been developed but not yet shared with staff members. Alignment of these roles and the accountabilities for key leaders in driving the improvement agenda requires greater clarity.

Teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices. Opportunities for teachers to work in teams, and harness the professional knowledge and expertise of staff, to identify and work on problems of practice and strategies and actions for improvement are yet to be part of the school professional learning practices. Forums and processes for sharing or showcasing best practice are yet to be formalised.

Teachers plan across year level cohorts and it is apparent that planning and resources are shared. This process is yet to be formalised and consistent across all year levels. Teaching staff members are able to discuss moderation as an important part of their work.

An induction program that supports all staff is not apparent at this stage. New staff indicate satisfaction with the mentoring process that has recently been established.

A documented whole-school professional learning plan is not yet apparent. Staff members have engaged in a range of professional learning opportunities internally and externally, aligned to the improvement agenda of reading. A school calendar is currently organising scheduled meetings and professional learning opportunities.

The Annual Performance Review (APR) is understood by most staff members. At the time of the review, not all staff members have engaged in the APR process this year. There is evidence that the new leadership team plans for the APR process to be undertaken by the end of the year so that professional learning needs are linked to the school's EIA for 2019.

The leadership team is facilitating the development of a culture of collegiality and professional collaboration amongst staff members, between and across year levels. Teaching staff are committed to supporting student learning and possess a range of experience, confidence and expertise in the fields in which they teach.

Staff members express a genuine desire to engage in continuous improvement of their professional capabilities. The principal has developed a year level coordinator position for each year level. Members of the leadership team acknowledge the expertise of staff and are using an inquiry approach to identify future leaders for school initiatives and programs. Further work regarding building the capacity and strength of teacher leaders and aspirants is yet to occur.

Improvement strategies

Develop the school's professional learning plan aligned to the school's improvement agenda.

Promote a culture of continuous professional improvement through collegial engagement opportunities that focus on evidence-based teaching strategies leading to a consistency of practice across the school.

Develop processes to enable teachers to work in professional learning teams to share and build on their expertise and knowledge.

Provide opportunities for greater levels of distributed leadership across the school to use the talents and interests of teachers and aspiring leaders.
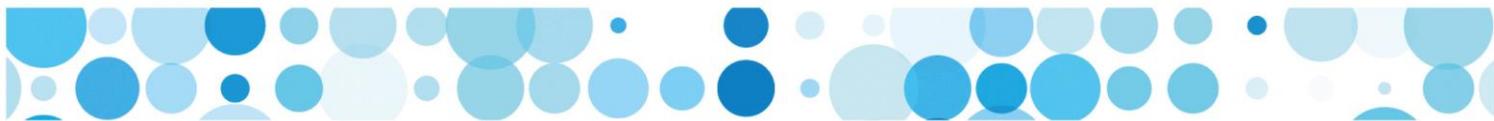
3.6 Systematic curriculum delivery

Findings

The school has a whole-school plan for curriculum delivery that references the AC and uses the C2C resources as its foundation.

Teachers work in year level teams and most teachers report meeting throughout the term to plan, monitor and adapt C2C units and lessons. School leaders are providing direction and support to individual teachers and teaching teams to monitor curriculum planning and delivery.

Planning occurs at two levels in the school, including year level and term or unit planning. Year level teams collaboratively plan for English. Recent work has included the evaluation phase in the planning cycle to review curriculum planning and delivery. A consistent whole-school approach to curriculum assessment and feedback is not yet embedded.

The current HOTL meets with year level teachers to ensure that the intended curriculum in English is delivered at year levels. Monitoring of consistent curriculum delivery in individual classrooms is yet to be established. There is a focus of sharing and planning within year levels.

The HOTL works with year level teams to develop horizontal alignment of C2C for continuity and progression of learning across the years of school. Vertical alignment of the curriculum is not considered at this time.

During the curriculum planning process, the HOTL and teachers are collaboratively exploring the assessment tasks, GTMJs and the standard of the AC. Teachers report high levels of satisfaction with the current planning process for English and the clarity provided in understanding the standard expected.

The consideration of the general capabilities and cross–curriculum priorities of the AC including the use of ICT, problem solving, social capability development and critical and creative thinking are yet to be a focus of the curriculum planning process at the school.

Year level overviews that detail the agreed C2C units to be implemented across all learning areas are developed. Significant work has been undertaken by the HOTL and year level teachers to devise parent-friendly curriculum overviews that are shared with parents.

Processes to make curriculum locally relevant and accessible to all students, building on their existing knowledge and varying backgrounds are still developing. A new emphasis on providing opportunities for students to engage in learning beyond their classrooms is highly supported by students and parents.

Professional learning is provided to build teacher and teacher aide capacity to plan for and implement targeted programs in priority learning areas. The school is currently auditing the practices that teachers and teacher aides are implementing to successfully teach reading to build a clear and consistent approach in all classrooms.
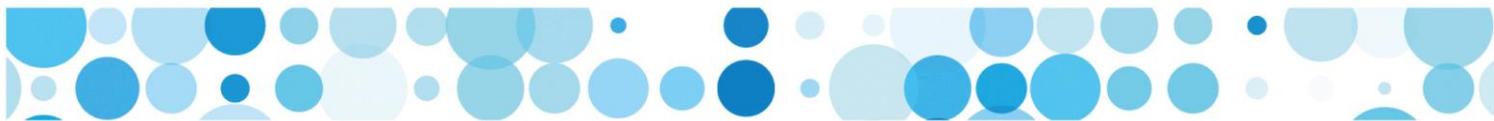
Formal internal moderation processes occur each term for English. Teachers report informal moderation processes with year level colleagues occur in other learning areas in an endeavour to ensure a consistency of teacher judgement. Vertical year level moderation and cluster moderation with other local schools are yet to occur.

A formal written report is issued to parents and caregivers at the end of each semester. Information regarding their child's curriculum achievement and progress over time is provided in the written report. Parent teacher interviews occur each semester. Teachers report a positive uptake from parents and caregivers of this offer to be informed about their child's successes and challenges in learning.

The school has specialist teachers who deliver the visual arts, physical education and music curriculum to all students across the school. Students in Years 4 to 6 have access to specialist lessons in the Japanese language.

Students at the school are offered a range of extracurricular learning experiences. The school's visual arts teacher is promoting the Arts by providing opportunities for students to perform in the biennial Arts Festival. The classroom music and instrumental music teachers organise semester music concerts. In addition, students have opportunities to perform each year in choir, instrumental music and strings groups.

Students in the senior school participate in interschool sports and intra-school sports through regular Friday afternoon competitions with neighbouring schools. The school has a camping program for students from Years 4 to 6. Enhanced learning experiences are offered to students through chess and junior engineers program. A range of activities is offered to students including gardening and peer mentoring. Students express appreciation of the time teachers take to provide them with these learning experiences to develop their skills in areas of enthusiasm or interest.

Improvement strategies

Continue to review the school's curriculum framework to ensure all learning areas of the AC are enacted at the classroom level and Quality Assurance (QA) processes are established to maintain the rigour and intent of the curriculum.

Ensure a strong focus on the development of cross-curriculum skills and general capabilities of the AC including ICT capability, problem solving, social capability and critical and creative thinking.

Review and refine horizontal and vertical alignment of curriculum documents, including teachers as key stakeholders in the process.

Provide opportunities for teachers and school leaders to enhance their knowledge of the AC and to consider this as a key component of the curriculum planning process.

3.7 Differentiated teaching and learning

Findings

School leaders articulate a belief that all students can learn and, with appropriate learning interventions, teachers can build success for every student.

There is clear evidence of structures and processes established for the collection and tracking of reading data. Data is analysed and provided to staff by school leaders, allowing for the tracking of individual student reading development.

A recently established TAC team manages a student support referral system and meets regularly. The principal and deputy principal in conjunction with support staff are members of the TAC team and class teachers are invited to meetings that involve students from their class. The TAC team works closely with the STLaN, SEP staff and guidance officer to ensure that student learning and social wellbeing needs are addressed.

A formalised and agreed school-wide format, or processes for recording or monitoring classroom-based differentiation strategies in the key learning areas is yet to be developed.

How high achieving students are currently catered for or offered challenging extension activities to complement the normal classroom curriculum is not yet clearly apparent. The leadership team, teachers and students acknowledge that the school has had some extension programs in the past. Practices regarding in-class support for and extension of higher achieving students are yet to be consistent.

Teachers' capacity to systematically address specific skill gaps or misunderstandings in student learning is variable across the school. School leaders are aware of the need to strengthen classroom differentiation practices and school-wide enrichment opportunities for all students. The use of formative assessment to track student learning and to determine the next steps in student learning is not yet consistent across classrooms.

The school's SEP commenced an in-class inclusive model this year. With recent changes to the teaching staff of the SEP, a platform has now been established for the further development of the inclusion model in the school. The regional inclusion coach is providing support for the school on a regular basis. Some teaching staff indicate the need for further learning to develop their skills to build inclusive classrooms that support all students. Some staff are acknowledged as operating effective inclusive classrooms.

Currently one child in the school has an approved Individual Curriculum Plan (ICP). The student's ICP is monitored by the class teacher and SEP staff to ensure appropriate progress. Some use of assistive technologies is established to support students with disability or a learning difficulty.

Individual support plans are developed for students with learning difficulties requiring adjustments to assist their learning. The STLaN facilitates these plans with the assistance of class teachers and parents. These plans are recorded on OneSchool.
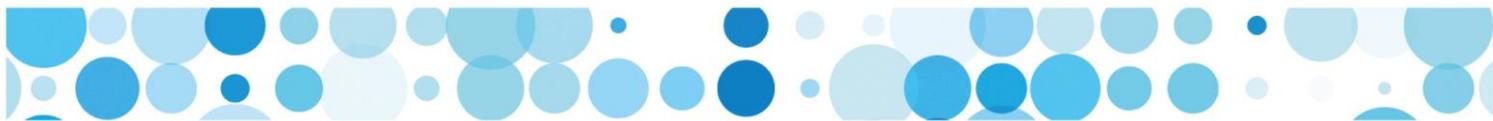
The school communicates with parents through formal and informal reporting strategies to provide the opportunity for information sharing regarding student progress. Open communication with parents regarding their child's learning is held in high regard and appreciated by parents.

Improvement strategies

Develop the capability of teaching staff to cater for the learning needs of more able students in classrooms including critical and creative thinking and problem solving skills.

Enhance the learning and training of SEP staff and teachers to fully implement the inclusive education framework.

Support teachers in the use of formative assessment techniques to decide the starting points for learning for individual students.
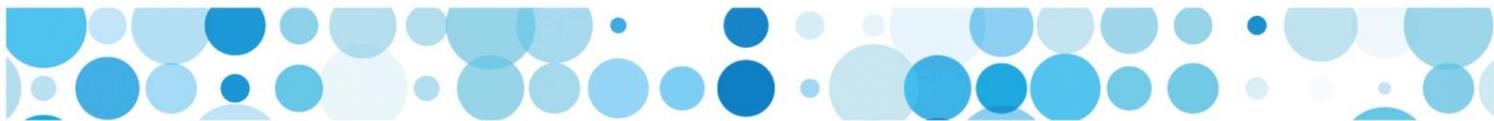
3.8 Effective pedagogical practices

Findings

The leadership team and staff members recognise that highly effective teaching is the key to improving student learning. Many teachers express high levels of confidence in their ability to apply evidence-based teaching strategies within their classroom to improve student outcomes. Teachers and members of the leadership team recognise the expertise of their colleagues and the efforts expended to address student learning and wellbeing needs.

Staff members are conversant with explicit teaching and elements of the methodology are visible within classrooms including 'We are learning to' (WALT), 'What I'm looking for' (WILF) and 'This is because' (TIB). The gradual release model of 'I do, We do, You do', is embedded in many teachers' practice.

The school pedagogical framework is based on a range of contemporary research and cites the work of John Hattie[1], Lyn Sharratt[2], John Fleming[3] and Anita Archer[4]. The pedagogical framework provides clear expectations for teaching practice and leadership support for staff within the school. The organisation of reading groups and the strategies employed by teachers and teacher aides within reading group rotations exemplify a cohesive approach for the teaching of reading.

School-based and systemic data indicates that many students at the school are operating in the U2B of NAPLAN and are highly capable learners. The 2015 school review report recommended establishing school-wide strategies that cater for more able students and enable an authentic personalised learning approach that is built around learners' needs, aspirations and talents. It is apparent there are strong practices in the teaching of students to read. Staff knowledge and application of other aspects of the pedagogical framework including utilising data to inform differentiation and curriculum, higher order thinking and authentic contexts, setting high expectations for improvement and evidence-based decision making are less apparent.

Teachers have completed a book study on Hattie's Visible Learning and some teachers are exploring the use of 'bump it up' walls in their classrooms.

All students have learning goals for reading that are accompanied by criteria for success. Goals are developed through analysing PM Benchmarks and PROBE benchmarking tests and many students are familiar with their reading goal. Some students express they have no

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[1] Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

[2] Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin Press.

[3] Harker Brownlow Education. (2012). John Fleming. Retrieved from http://www.hbe.com.au/john-fleming.html

[4] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.
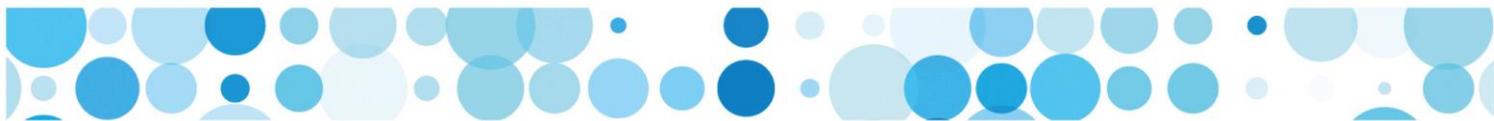
reading goals as they have reached the highest level of benchmark assessments. There is variability across the school regarding the development and review of learning goals and the feedback provided to students to make clear the actions they need to take to make further learning progress.

Some students are able to discuss feedback provided by teachers that has supported their learning. Students articulate that teachers explain the GTMJ prior to an assessment task.

Members of the leadership team have conducted classroom walkthroughs. The participation in feedback loops with peers and/or with members of the leadership team is not yet a regular component of the school professional learning suite.

Improvement strategies

Provide professional learning opportunities for teachers on the school-agreed pedagogical approaches for catering for high performing students.

Continue to build teacher skill in personalising learning for all students including the co-development of learning goals and ongoing timely and regular feedback.

Develop opportunity for all staff to receive regular and timely feedback to assist them to enhance their practice.
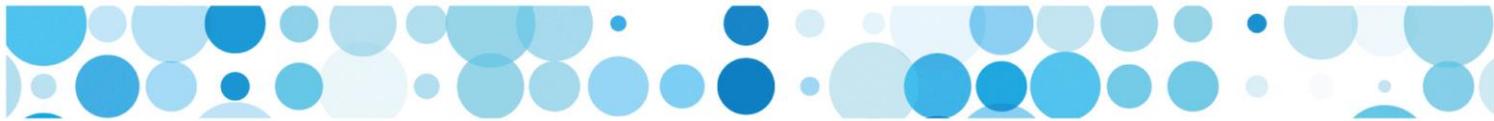
3.9 School-community partnerships

Findings

Parents, students, staff and local community members speak highly of the school. There is a very strong sense of community and a focus on learning for all students. Parents appreciate opportunities to participate in their child's learning.

The school has a P&C that is committed to the school and ongoing improvement. There are opportunities for parent involvement in the school and some parents express the desire for further opportunities to be active participants in classroom learning.

The P&C has a number of sub-committees to support school organisational structures including swimming, sustainability, retail, uniform, music support and after hours school care. Two volunteer Parent Liaison Officers are working with the P&C and school leadership team to promote open and timely communication between parents and the school.

Communication between the school, parents and the community is valued. Recent communication strategies being employed are appreciated by parents and include a reorganised whole-school parade, the school newsletter and the establishment of a school Facebook page.

The school has established a limited range of partnerships with local community organisations, schools and businesses to improve the opportunities and learning outcomes for students. A process to identify new partnerships and evaluate the ongoing benefits of existing partnerships is yet to be developed.

School leaders have established some links with early learning centres sharing information regarding student achievement levels to support the transition of students into the Prep year. Early childhood providers have expressed a willingness for strengthening of these links with the school.

The school provides a transition program for the Prep year that is highly valued by parents. Children and parents have the opportunity to attend four morning sessions throughout the term in which they engage with a Prep teacher and future classmates. Parents are provided with information sessions in relation to school procedures and readiness activities during these mornings.

Student leaders facilitate school tours for prospective Prep students and families. Students highly value this opportunity to showcase their school.

Year 6 students transition to a range of secondary schools. Links with the neighbouring Holland Park State High School exist. Initiatives include high school early childhood students visiting, the sharing of resources, science excellence programs and awards ceremonies. A traditional 'high school taster' day is held early in the year for all students transitioning to high school.

The school is a member of the Freeway cluster of schools. This relationship is re-establishing following the leadership changes.
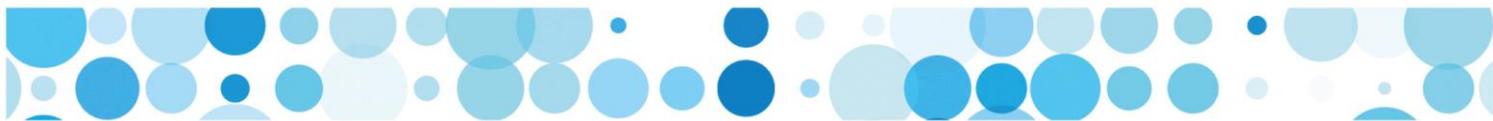
All students in the upper year levels of the school participate in the school inter- or intra-school sport program. This highly valued opportunity for social and physical development is well supported by parents and staff and is appreciated by students

A large number of students are involved in the school's music program through bands, ensembles and choirs. The students perform at a range of concerts within the school. Performance in various community-based functions is not apparent at this stage. Parents and students express a desire for opportunity to perform outside of the immediate school community.

The biennial arts festival is highly valued by students and parents and highlights the talents and interests of individual students and groups of students.

Improvement strategies

Further develop relationships with early childhood providers to ensure smooth transition into the Prep year.

Actively seek ways to enhance student learning and wellbeing through developing partnerships with parents, families, local businesses and community organisations.

Further develop the communication strategy between the school, parents and the community.