

# Wartburg State School

## School Review Report





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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 **Wartburg State School** from **21 to 22 February 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

Darren Marsh

Internal reviewer, SIU (review chair)

Tamara Wemyss

Peer reviewer



## 1.2 School context

<b>Location:</b>	Coast Road, Baffle Creek
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1913
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	18
<b>Indigenous enrolment percentage:</b>	16 per cent
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	850
<b>Year principal appointed:</b>	2014
<b>Day 8 Staffing teacher full-time equivalent (FTE):</b>	1.49
<b>Significant partner schools:</b>	Rosedale State School:P-12, Lowmead State School, Agnes Water State School
<b>Significant community partnerships:</b>	Playgroup Queensland, small schools cluster
<b>Significant school programs:</b>	Daily Rapid Reading (DRR), student council, cluster academic



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, two teacher aides, regional principal advisor, 2018 maths champion/Support Teacher Literacy and Numeracy (STLaN), playgroup coordinator, Parents and Citizens' Association (P&C) president and treasurer, 18 students, Business Manager (BM), cleaner and six parents.

Community and business groups:

- Baffle Creek Tavern owner and Wreck Rock Café employee.

Partner schools and other educational providers:

- Principal of Rosedale State High School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2018	Strategic Plan 2016-2019
Learning and wellbeing framework	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview report
Term calendar	Curriculum planning documents
Reading framework	School intervention layer flowchart
School assessment schedule	Attendance policy
School pedagogical framework	School differentiation policy
School gifted and talented policy	School newsletters and website
School Opinion Survey	Professional learning plan 2019
Headline Indicators (November, 2018 release)	Behaviour management in a supportive school environment document
School based P-6 curriculum and assessment plan	Parent and community engagement framework
Responsible Behaviour Plan for Students	



## 2. Executive summary

### 2.1 Key findings

**A culture of supportive, authentic and caring relationships amongst staff, students and parents is a key feature of the school.**

There is collective belief in the values that the school has developed over time, led by the principal. The principal has promoted a culture of honesty and openness that is well received and appreciated by the school community. This is reflected by all groups including parents, students and staff. Interactions between staff members, students and parents indicate high levels of mutual respect and trust. All members of the school community speak positively regarding the school and are supportive of the approaches of the principal and the direction of the school.

**The school works to create a relevant and stimulating environment that supports the learning needs of students.**

Utilising the multi-age class structure and a range of programs, students are provided with opportunities to participate in learning programs that are designed to meet their needs. Staff members prioritise the learning environment by displaying and using intentional artefacts that relate to current learning, including anchor charts and learning walls. The principal encourages staff to identify and address the learning needs of the full range of students.

**An Explicit Improvement Agenda (EIA) of writing within the Australian Curriculum (AC) is identified for 2019.**

The principal and staff members demonstrate a commitment to school improvement and the success of every student. The principal recognises that further mapping out of the EIA area of writing to clearly outline the strategies to be implemented including timelines, roles and responsibilities, success measures and resources is required to advance the EIA.

**A school curriculum plan is developed that utilises the AC and Curriculum into the Classroom (C2C) resources as the foundation.**

A belief is held by the principal that systematic curriculum delivery is vital to student learning, school direction and accountability. The principal articulates that the curriculum plan requires review to include current practice at the school. Staff members indicate that during the development of the plan, local relevancy and a response to local needs should be considered. The principal indicates a desire to share the completed curriculum plan with the wider community.



**It is identified by the principal that the alignment and consistent implementation of an agreed pedagogical approach is crucial to student learning improvement.**

The school pedagogical framework is based on Marzano's<sup>1</sup> Art and Science of Teaching (ASoT). The principal articulates that the focus of the framework has moved to Education Queensland's Dimensions of Teaching and Learning (DoTL). Fisher and Frey's<sup>2</sup> Gradual Release of Responsibility (GRR) is used during reading instruction. Hattie's<sup>3</sup> Visible Learning was recently introduced at the school. Teachers articulate that their understanding and implementation of the pedagogical framework is an area for development. The principal acknowledges that the pedagogical framework is due to be reviewed and updated to reflect the current agreed teaching practice.

**The principal acknowledges the importance of a school-wide system that enables the collection, analysis and discussion of student outcome, attendance, behaviour and wellbeing data.**

Staff articulate that the use of reliable student data as a tool to measure student learning improvement is essential. The principal outlines that a formalised systematic process for the analysis of data to inform school-level decisions and adjustments to teaching practice to improve student learning outcomes is an area for development.

**A learning environment reflective of high expectations, particularly in the areas of engagement, behaviour and attendance is promoted by the school.**

Expectations that promote a strong culture for learning are established and clearly articulated for students to engage in their schooling. Some targets for student learning have been developed in the area of reading. Staff members acknowledge that the development of individualised skill-based ambitious targets for students will help to drive learning outcome improvement.

**Staff members report feeling supported and valued by the principal.**

The school has established a long-term, experienced staff who take collective and personal responsibility in ensuring the learning needs of students are the priority. They seek opportunities to develop their own capabilities and feel supported to do so. Teaching staff are committed to supporting student learning and possess a range of experience and confidence in the areas they teach.

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<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

<sup>2</sup> Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

<sup>3</sup> Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.



**The Parents and Citizens' Association (P&C) is a committed group that works with the community to promote the school.**

Funds raised by the P&C are utilised to provide resources for the school. The P&C works with the school principal to support identified initiatives. The P&C has a clear vision in supporting the ongoing needs of students, families and staff members.



## 2.2 Key improvement strategies

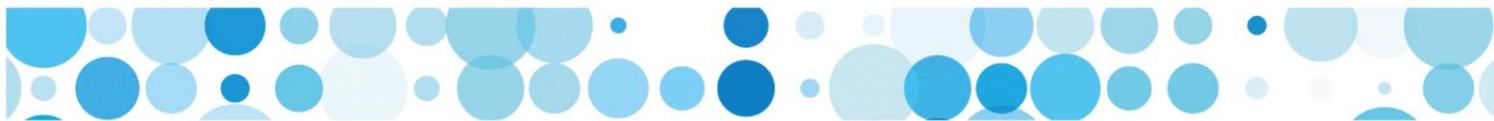
Collaboratively refine the focus of the current EIA to specify improvement strategies, including clear roles and responsibilities, a timeline for implementation, success checks and targets.

Review and revise the whole-school multi-age, sequenced curriculum and assessment plan to include the school-agreed reading and writing framework, aligned to the AC across each of the learning areas.

Collaboratively review the school pedagogical framework to include the agreed pedagogical strategies that are aligned to the EIA.

Collaboratively develop a systematic strategy for analysing data collected, including a timeline that is communicated with all staff.

Collaboratively develop individualised skill-based ambitious targets for students aligned to the EIA to drive learning outcome improvement.



### 3. Snapshot of previous school review

The last review carried out at the school was conducted from **30 April to 1 May 2015**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2015 review was identified as 902 and the school enrolment was 36 with an Indigenous enrolment of 22 per cent and a student with disability enrolment of 11 per cent.

The key improvement strategies recommended in the review are listed below.

- Continue to have a sharp focus on student attendance by implementing specific and individually targeted strategies for improvement. Identify barriers to attendance for students and investigate support strategies where possible.
- Enhance the capacity of staff to use a range of data sources, including the use of formative assessment, to engage in in-depth conversations about student progress and pedagogical practice.
- Implement a deliberate process for the observation of and feedback on teaching, particularly in areas of teaching practice that relate to the school's improvement agenda.
- Give priority to the development of learning-focused networks with other local schools. Use these networks as a basis for principal-principal mentoring and the establishment of assessment moderation processes.
- Review the way in which parents are engaged as active and informed partners in the education of their children. Investigate opportunities to build this involvement, particularly in the understanding and commitment relating to student attendance.



## 4. Findings and improvement strategies against the domains

### 4.1 An explicit improvement agenda

#### Findings

The principal and staff members demonstrate a commitment to school improvement and the success of every student. The school community is united in supporting school staff in providing quality learning outcomes for all students. This aligns to the school's vision of 'a shared commitment to deliver quality curriculum, through effective and innovative practice to ensure continuous improvement in student success'. Expectations that promote a strong culture for learning are established and clearly articulated for students to engage in their schooling.

An EIA of writing within the AC is identified for 2019. In previous years the focus area for the school has been reading. The principal articulates that the EIA framework was developed through the analysis of a range of data sets, including attendance, A-E, National Assessment Program – Literacy and Numeracy (NAPLAN), behaviour and formative school-based data. This data has formed the basis of an inquiry cycle around the EIA area of writing. Included in the EIA framework are targets for priority areas such as attendance, student Levels of Achievement (LOA) and NAPLAN.

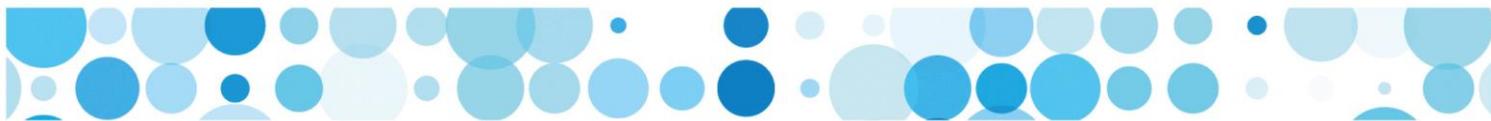
Strategies to achieve the improvement priority of writing include the development of a model of writing at the school, agreed pedagogical practices to teach writing including GRR, a coaching, observation and feedback model for staff, and the alignment of student learning goals to the AC in five-week data cycles.

The EIA is outlined in the Annual Implementation Plan (AIP) and includes non-specific timelines, resources, responsible officer, targets and an AIP progress timeline.

Staff members report that they are developing their understanding of each of the improvement strategies of the EIA and how their application will impact on student learning improvement. Some staff are able to articulate the timeline and expectation for implementing the improvement strategies and associated EIA targets.

The principal displays school data, including reading, for every student in the office for staff to access. This information is informally utilised by staff to discuss student progress in the area of reading.

General targets related predominantly to teacher progress in the EIA areas are developed by the principal and are included in the AIP. The principal articulates that a five-week data cycle with staff will be introduced to monitor and track writing progress for every student. This model has previously been utilised in the area of reading. The principal acknowledges that the development of explicit, individualised, student achievement targets that are communicated to staff and parents, aligned to the EIA is an area for further focus.



The EIA is communicated to staff, students and the community through newsletters, Parents and Citizens' Association (P&C) meetings and staff meetings. It is known by staff, most parents and students.

The principal recognises that further mapping out of the EIA area of writing to clearly outline the strategies to be implemented including timelines, responsible officer, success measures and resources is required to advance the EIA.

An attendance policy as identified during the previous review in 2015 and a wellbeing program have been developed at the school. A range of strategies exist in each of the models. Staff outline that they track the attendance, academic performance and wellbeing of all students, including Aboriginal and Torres Strait Islander students. This is conducted through individual five-week data cycles in addition to informal case management with staff members. The principal acknowledges that attendance is an area that has been problematic for some families, and through discussion and planning with parents, this has improved recently.

A professional learning plan for 2019 exists and is used to meet staff professional learning needs. Some areas are aligned to the school's EIA. A range of professional learning opportunities is provided to school staff throughout the year including small school cluster and North Coast regional initiatives.

The school expects that all students will learn successfully and has set high expectations for student attendance, engagement and learning. Some students comment that they might be able to attain higher achievement in some areas of their learning, if provided with the appropriate opportunities. Achievement against targets in the areas of attendance and learning are regularly reviewed and shared with school staff. Adjustment to improvement strategies according to analysis of this data is an area for development.

Staff members are united in their commitment to the school and to improve the quality of teaching and learning. They are dedicated and work together as a team to identify opportunities to improve the learning outcomes of students. The role of teacher aides in supporting student learning is considered integral to the improvement of student achievement.

A process to monitor progress towards the identified focus area to evaluate effectiveness in producing the desired improvement is yet to be developed.

### **Improvement strategies**

Collaboratively refine the focus of the current EIA to clearly specify improvement strategies, including clear roles and responsibilities, a timeline for implementation, success checks and targets.

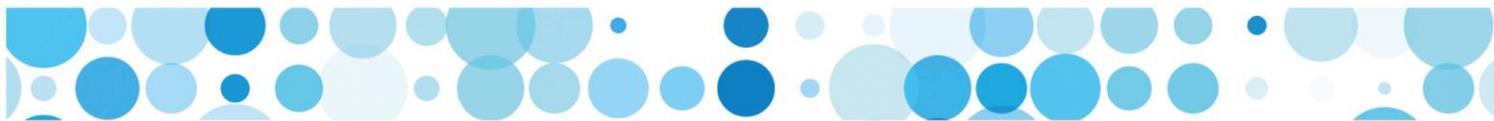
Clearly communicate the EIA improvement strategies to staff and parents enabling alignment and consistency in the implementation of agreed processes.



Collaboratively develop explicit student achievement targets aligned to the EIA that are communicated to staff and parents, including a systematic process to review progress over time.

Systematically monitor and evaluate the effectiveness of EIA strategies in producing the desired improvements in student learning.

Collaboratively identify ways to enhance whole-school expectations around teaching and learning.



## 4.2 Analysis and discussion of data

### Findings

The principal acknowledges the importance of a school-wide system that enables the collection, analysis and discussion of student outcome, attendance, behaviour and wellbeing data. Staff articulate that the use of reliable student data as a tool to measure student learning improvement is essential.

An assessment schedule is developed and includes the collection of a range of formative and summative data. The schedule includes dates for collection and target levels across each of the year levels. Some staff are able to articulate the expectation of collecting the specified data, including the purpose of collection and method for analysis.

Some staff members utilise diagnostic and formative assessment to identify starting points for improvement and to monitor progress over time at an individual student level. This is an emerging practice.

The principal indicates that the assessment schedule was recently reviewed to ensure that data collected has a clear purpose for identifying the next steps for student learning and teacher practice. Some staff members indicate that they are unsure regarding the use of some of the data collected. Clear expectations for the storage of data in OneSchool are outlined by all staff. Some school targets that align to some areas of the EIA exist.

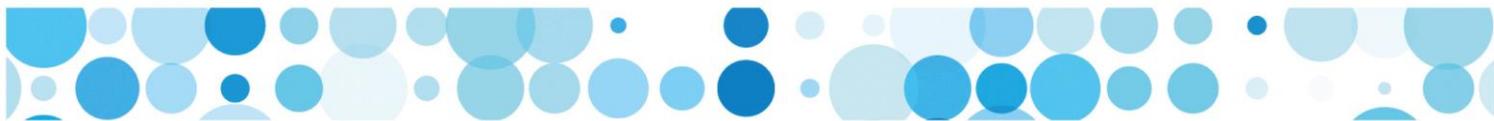
Attendance data is collected and published each week in the newsletter. Attendance strategies are included in the newsletter depending on how the attendance rate is tracking. Behaviour data is collected and used during fortnightly Positive Behaviour for Learning (PBL) meetings. This informs positive and corrective focus areas for the upcoming fortnight. These meetings will change to being held monthly in Term 2.

A reading data wall is displayed in the office with data for every student. Staff use this information to discuss progress over time. The principal articulates that the intention of data collection and analysis of this data is to inform program changes and differentiation in teaching and learning.

Pre- and post-moderation occur each term with the small schools cluster in the learning area of English and commencing this year in mathematics. The regional principal advisor supports schools in facilitating the process. The data from the pre-moderation informs the planning of learning programs, with the post-moderation data showing progress over time.

The principal recognises that identifying a tracking tool for the EIA area of writing is an area for development. This data will then be used as part of five-week data cycles to track writing progress.

Reading data is collected on a needs basis every five weeks and is plotted on the whole-school data wall. School staff use this data to inform some differentiated teaching practices. Staff members meet informally to discuss student achievement data. In-depth discussion regarding teaching practices, trend data or tracking data over time is developing.



The principal acknowledges that a formalised systematic process for the analysis of data to inform school-level decisions and adjustments to teaching practice to improve student learning outcomes is an area for development.

Most staff indicate that they are developing their understanding in the use of data to identify the next steps for student improvement.

At the time of the review there are no students with disability attending the school.

The school has a small student enrolment with small cohorts of students participating in NAPLAN assessment each year. As a result, there is no relative gain data for 2016-2018 Year 3 to Year 5 available.

Early years transition statements are not collected by the school. Most students do not attend a kindergarten prior to Prep enrolment due to the distance to the nearest early childhood education program.

At the time of the review no student is working from an Individual Curriculum Plan (ICP). Last year two students were supported by ICPs. Staff members outline a process of collecting data on the identified student, liaising with parents and specialist support staff to determine the appropriate access to the curriculum and allocation of resources to support the student. ICPs are reviewed each semester to determine progress and the success of appropriate supports.

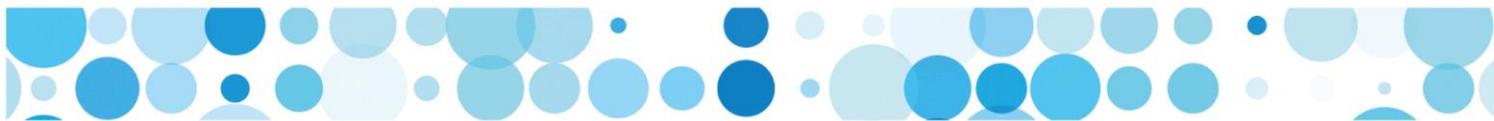
The principal articulates that the explicit tracking of academic achievement and attendance in comparison to year level cohorts for Aboriginal and Torres Strait Islander students is predominantly conducted through informal conversations during pre- and post-moderation. It is acknowledged that further work is required in this area.

### **Improvement strategies**

Review the assessment schedule to refine the collection of data in addition to specifying the explicit use of the data that is linked to the EIA and related school priority areas.

Collaboratively develop a systematic strategy for analysing data collected, including a timeline that is communicated with all staff.

Build on teacher data literacy skills to interpret, analyse and use data to reflect on the effectiveness of teaching practice, including adjustments to the planning and delivery of student learning programs.



### 4.3 A culture that promotes learning

#### Findings

An environment reflective of its high expectations is promoted by the school, especially in the areas of engagement, behaviour and attendance. Staff members clearly identify an expectation that all students are able to learn successfully when provided with the appropriate opportunities.

A culture of supportive, authentic and caring relationships is a key feature of the school. There is collective belief in the values the school has developed over time, led by the principal. This is reflected by all groups including parents, students and staff.

Interactions between staff members, students and parents indicate high levels of mutual respect and trust. Parent involvement in their child's learning is actively sought by school staff, as identified from the school review in 2015. Staff articulate that whilst parents are highly supportive of the school, parent participation in student learning is limited. This area of increasing improved confidence in parent participation in student learning is an area identified for further development.

The school has four rules of *'Be responsible, Be respectful, Be safe and Be a learner'*. These rules are well known by students and staff, included in the school newsletter and referred to frequently. A weekly behaviour focus on one of the rules is unpacked and promoted by all staff members.

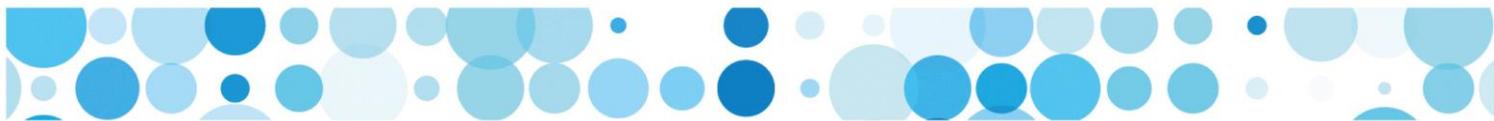
The principal identifies a whole-school culture of innovation and inquiry as an area to be developed.

A current Responsible Behaviour Plan for Students (RBPS) exists at the school and is underpinned by the PBL framework. The plan details the school's approach to the shared expectations of behaviour for all students. The RBPS is supported by the 'Kook' reward system and the classroom passport process that encourages and acknowledges appropriate student behaviour. Students work towards earning Kook cards for displaying behaviours aligned to the school rules. Kook cards and stamps on student passports are exchanged for class shop money and participation in special activities. Staff, parents and students are able to clearly outline school behaviour expectations.

A whole-school wellbeing framework is developed. There is limited evidence of how this is being implemented throughout the school. Staff and students comment that they are cared for and extremely well supported by the principal.

The P&C is proactive in the local community. The organisation conducts fundraisers through raffles at local businesses on a fortnightly basis. Funds raised by the P&C are utilised to provide resources for the school.

All members of the community speak positively regarding the school and are supportive of the approaches and the direction that the principal is taking. Parents are able to clearly articulate past and current school improvement priorities. The principal has promoted a



culture of honesty and openness that is well received and appreciated by the school community.

The classroom is busy, calm and orderly resulting in a strong focus on learning. This is supported by parents who acknowledge that they support the teaching and learning process by endeavouring to minimise interruptions to their child's learning time. Appointments with teachers are made before or after class time. There are minimal behaviour needs or disruptions to teaching and learning in the classroom.

A relevant and stimulating environment is promoted by staff and supports the learning needs of students. Staff prioritise the learning environment by providing intentional artefacts that relate to current learning, including anchor charts and learning walls. The physical environment and facilities of the school are well presented and maintained. Staff, students and parents take immense pride in the resources and physical learning environment afforded at the school.

Aboriginal and Torres Strait Islanders students represent 16 per cent of the school's current enrolment. Staff members acknowledge that National Aborigines and Islanders Day Observance Committee (NAIDOC) Day is the vehicle to promote and acknowledge cultural backgrounds. Further development in building cultural competence is identified by the principal.

An improvement focus area from the previous school review included targeting improved attendance. The school is currently exceeding its attendance target of 94 per cent. A number of attendance strategies have been implemented by staff including information in the newsletter that promotes attendance in addition to informal conversations with identified families. The principal articulates that this has resulted in the current attendance rate of 96.6 per cent.

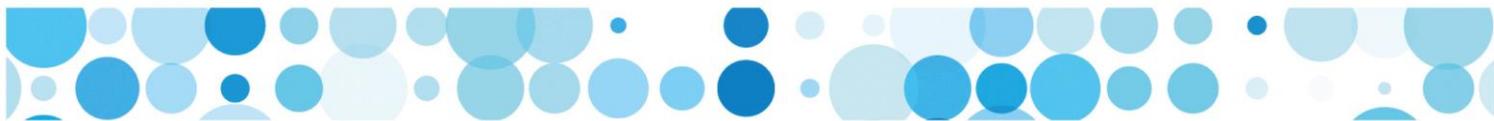
The 2018 School Opinion Survey (SOS) data indicates that 100.0 per cent of parents agree with the statements 'My child is getting a good education at this school' and 'This is a good school'. 100.0 per cent of students indicate agreement with the survey item 'I like being at my school', with 100.0 per cent staff agreement with 'I enjoy working at this school'.

### **Improvement strategies**

Identify ways to promote a whole-school culture of innovation and inquiry that promotes creative exploration and independent learning aligned to the school's EIA.

Collaboratively review and implement the school's wellbeing framework enacting strategies for staff and students.

Build on the capability of staff in the area of cultural competence through the use of cross-curriculum priorities within the AC.



## 4.4 Targeted use of school resources

### Findings

The principal gives priority to allocating school resources to meet the identified learning needs of students. In consultation with the school's Business Manager (BM), the principal develops the budget to align to local and system priorities. The budget is shared with staff members and the community at P&C meetings.

An informal process for reviewing the budget is established. The principal articulates that the monitoring and tracking of expenditure related to targeted resources to meet the learning needs of students is an area that requires further development.

Utilisation of Human Resources (HR) to meet the learning and wellbeing needs of students is a priority of the principal. Staff members indicate that they have the resources required to do their job effectively. They appreciate the support provided by the principal and BM in allocating resources to areas of identified need.

School-wide data sets are used predominantly by the principal to identify improvement priorities and respond to identified student learning needs. Some staff indicate a desire to be further involved in these processes. Resources and support programs to meet the individual learning needs of students are predominantly informal and include the use of teacher aides.

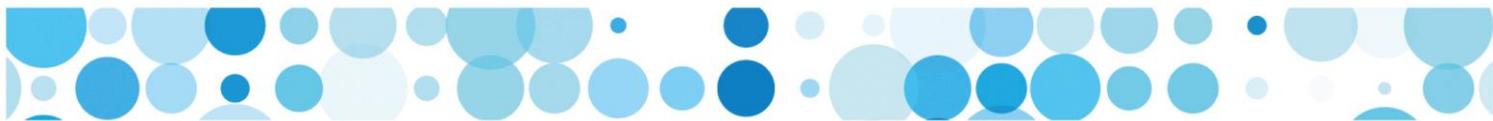
The school's Investing for Success (I4S) agreement for 2018 reflects funding of \$27 803. This expenditure aligns to the AIP and builds upon the school strategies of reading and writing, including the employment of teacher aides to support student learning. The 2019 I4S agreement is being developed.

A number of flexible curriculum delivery arrangements are established at the school to better address the needs of individual learners. Some of these include participation of identified students in the IMPACT program and the Daily Rapid Reading (DRR) program. Some parents indicate that further consideration of resources could be given to supporting the needs of students identified as requiring learning support.

The school community, including staff, students and parents have immense pride in the school facilities and outdoor learning environment. The facilities are well maintained and effectively used to maximise student learning and include an outdoor stage, well-kept gardens, multipurpose court, playgroup shed, tuckshop and a modern playground.

A range of technologies is utilised in classrooms to support student learning. Some of these include iPads, desktop computers and interactive whiteboards. Each classroom and building has air conditioning as funded by the P&C. A modern administration building including a staffroom is enjoyed by the school community. The library is located in the original school building and includes a number of learning areas for students and staff to use.

The P&C comprises a small number of dedicated volunteers who work with the school principal to support identified initiatives. This includes fundraising to provide a cover for the multipurpose court so that the area can be utilised during all weather conditions. The P&C



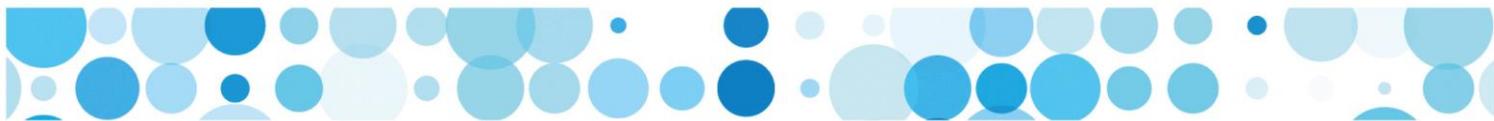
has applied for a Smart Schools Subsidies (SSS) Scheme grant to share the costs of this project.

At the time of the review the bank balance of the school is \$110 344.

### **Improvement strategies**

Review the resource allocations to school-wide programs and processes for identifying students requiring additional support, enabling staff to better address the needs of the full range of learners.

Develop a systematic process to measure the effectiveness of expenditure against targeted resources to achieve planned improvement of student learning across the EIA.



## 4.5 An expert teaching team

### Findings

Teaching staff are committed to supporting student learning and possess a range of experience and confidence in the areas they teach. There is an established, long-term experienced staff that takes collective and individual responsibility in ensuring the learning needs of students are the priority.

Teacher aides are utilised across the multi-age setting in a range of ways that assist with supporting class programs. Teacher aides are considered an asset, integral to the daily operation of school programs, and part of the teaching team.

Staff discussions occur weekly with all staff attending. An agenda and minutes are used as a record of the meeting. Areas for discussion include data conversations and pedagogical approaches that support the implementation of the school's EIA. The principal plans to align the staff meeting agenda to the new EIA that includes a focus on developing alignment and consistency in the implementation of the improvement strategies.

A priority has been identified to ensure opportunities are considered for staff to collaboratively work together to further develop professional growth aligned to the EIA. The principal articulates that collaboration in areas including data analysis and curriculum planning is being considered.

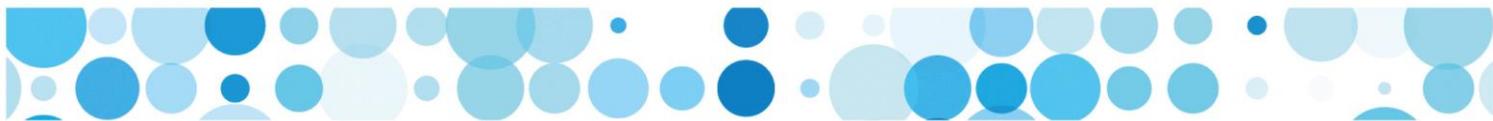
A model whereby staff members specialise in the teaching of identified learning areas has previously occurred. Staff plan, teach and assess their learning area developing deep knowledge and understanding of the subject area content. The future of this model is being reviewed due to the decrease in class numbers.

Staff members participate in the small schools cluster. Pre- and post-moderation in the area of English occurs each term with cluster schools, assisted by the regional principal advisor. A number of curriculum planning activities occur during the meetings, including the unpacking of the assessment task and Guides to Making Judgement (GTMJ) to inform the teaching and learning for the upcoming unit of work. Post-moderation includes a process of discussing LOA aligned to the AC and achievement standards. The principal has taken on an informal role of mentoring newly appointed principals to the cluster.

The principal of the local high school acknowledges that the two schools have worked together to participate in planned observations of teaching practice across each school. More formalised processes are planned for the future regarding each of the school's EIA.

A documented professional learning plan with some links to the EIA and an associated budget is developed. The plan supports the expectation that all teachers will be highly committed to the continuous improvement of their teaching. Further alignment of the plan to the EIA is emerging.

Staff articulate that the principal focuses on professionally developing all members of staff. This focus area was identified in the previous school review. Work on developing the principal's own leadership is an area acknowledged for future consideration.

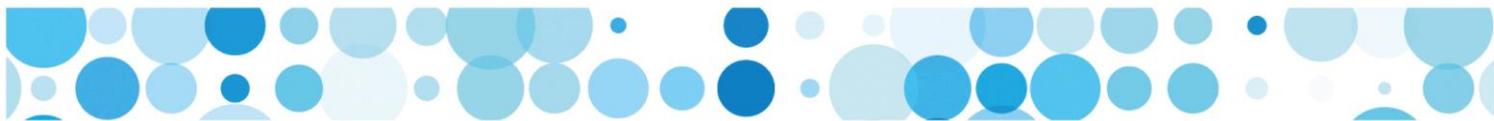


Staff members articulate feeling supported by the principal when seeking opportunities to develop their own capabilities and in accessing professional learning. The BM has completed a diploma certification in leadership management with support from the school and the region. Other staff indicate that they are looking to enrol in certificate courses to further develop their learning. The SOS data indicates 100.0 per cent staff agreement with the statements 'I have access to quality professional development' and 'I am satisfied with the opportunities available for career development'.

### **Improvement strategies**

Plan purposeful and regular opportunities for staff to work collaboratively to develop alignment and consistency in the implementation of EIA strategies.

Identify opportunities to engage in coaching and mentoring to further develop the leadership capability of the principal.



## 4.6 Systematic curriculum delivery

### Findings

The principal expresses the belief that systematic curriculum delivery is vital to student learning, school direction and accountability. A school curriculum plan is developed that utilises the AC and C2C resources as the foundation.

The principal articulates that the curriculum plan needs to be updated due to changes in enrolment and staff numbers, in addition to the school trialling the small schools English curriculum plan. Staff members indicate that during the development of the plan, local relevancy and a response to local needs should be considered. The principal indicates a desire to continue to share the curriculum plan with the wider community once it is completed.

C2C units including assessment and GTMJ's are adopted and adapted for utilisation across each of the learning areas. Staff are familiarising themselves with technology, the Arts, Humanities and Social Sciences (HASS) and Health and Physical Education (HPE) learning areas for full implementation next year. English units are pre-moderated with the small school cluster including the development of anchor charts that inform 'knows and dos' for the unit. The principal and teaching staff articulate that this process helps to provide opportunity to have staff discussions regarding the best ways to maximise student learning.

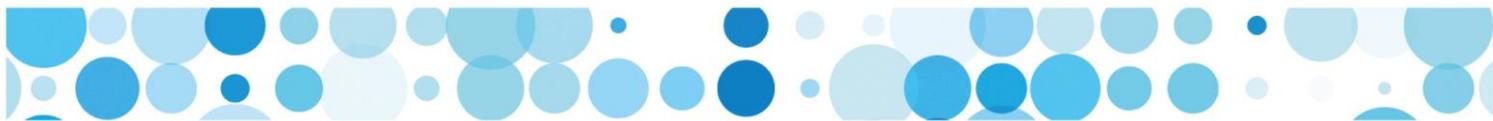
Mathematics planning occurs through the use of the Gympie Alliance resources and the 'show me' pre-moderation collection of assessment data. This establishes where students are at with their learning. Mathematics routines including warm-ups, open-ended and critical thinking are utilised.

Teaching of reading at the school includes modelled, shared, guided and independent reading, DRR and home reading. Reading targets for students are identified and are linked to the literacy continuum cluster of skills. The principal identifies that the use of the literacy continuum could link to the development of learning goals in literacy. Teachers use the five aspects of reading during reading lessons. These include the development of comprehension, fluency, vocabulary, knowledge of texts and knowledge of world.

Writing is the EIA for 2019. The principal articulates that the development of the school's writing model is an important piece of work to complete. This will include a focus on embedding modelled, shared, guided and independent writing.

Work on the development of the general capabilities including literacy, numeracy, information and communication technology capability, ethical understanding and intercultural understanding has been identified by the school as curriculum work that requires further development. This focus will drive the development of the AC general capabilities across the learning areas in the multi-age learning setting.

Teachers identify that using the AC, including achievement standards across year levels to inform whole-school planning is progressing. Teachers are focused on working towards a



deeper understanding of the achievement standards of the AC across each of the year levels and learning areas.

Processes to monitor the enactment of the intended curriculum across the school are developing. The principal articulates that this process may align to the development of the whole-school curriculum plan.

The curriculum is communicated to parents through the newsletter and informal verbal updates regarding classroom learning programs. Most parents report that they know what their child is learning and how they are progressing with their learning.

Teaching staff participate in small school cluster-based moderation of English units that incorporate agreed expectations at the end of each term. Staff report that participating in moderation is instilling greater confidence in determining LOA judgements that are aligned to the GTMJ's and AC. Teaching staff members articulate the belief that moderation will support the alignment between LOA and NAPLAN literacy and numeracy data.

Classrooms provide visually stimulating and welcoming learning environments for students with displays of instructional prompts and guidelines, school values, learning displays and student work.

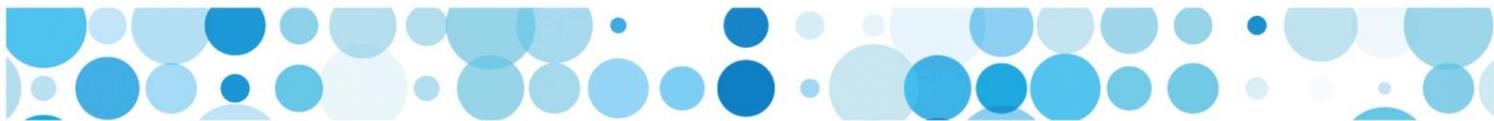
Reporting processes are aligned to the AC against the achievement standards, preferably after cluster post-moderation. This informs report cards that are issued twice a year. Parent teacher interviews are offered twice yearly. Staff members report minimal parent attendance at the interviews. The principal acknowledges that work in this area is an emerging priority.

### **Improvement strategies**

Review and revise the whole-school multi-age, sequenced curriculum and assessment plan to include the school-agreed reading and writing framework, aligned to the AC across each of the learning areas.

Deepen staff understanding of all elements of the AC including general capabilities to quality assure the intended AC curriculum is enacted within the school.

Collaboratively develop the school's writing framework, including Professional Development (PD) and modelling of agreed teaching practices.



## 4.7 Differentiated teaching and learning

### Findings

The principal encourages staff to identify and address the learning needs of the full range of students. Staff articulate the belief that differentiation is an inclusive practice that is implemented during everyday teaching and learning.

Analysis of pre-moderation in English and 'show me' data in mathematics is utilised to assist teachers to inform classroom curriculum planning and teaching. Teachers use student achievement and performance data to place students in reading groups whereby learning programs are delivered to meet their learning need.

The school uses a three layer approach to intervention. Layer 1 is whole-school intervention, layer 2 is targeted small group intervention and layer 3 is intensive intervention. Staff informally discuss concerns relating to student learning, with support strategies identified and implemented.

Teachers utilise the class differentiation surfboard to plan support for identified students. A whole-school differentiation framework has been developed, with some staff aware of its existence using strategies from the plan to support the learning needs of students. A whole-school process to refer identified students requiring assistance with their learning is an area for development. Some parents indicate that their child's learning needs require further targeted support.

A gifted and talented policy exists at the school. A range of processes and support strategies is identified in the plan. There is limited evidence of the implementation of the plan.

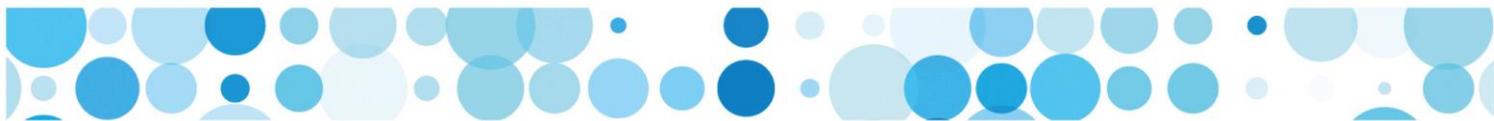
The principal acknowledges that an opportunity exists to use the literacy continuum cluster of skills to assist students to monitor their learning and to set goals for future learning.

Some students understand the use of the learning wall including the use of 'knows and dos'. The principal and teacher articulate that this is an area for further development.

Students are provided with some opportunities to participate in extension programs to meet their needs through the utilisation of the multi-age context and external programs. Some of these include Reading Eggs, Mathletics and participation in the IMPACT centre programs. Some parents indicate that the learning programs offered at the school meet the learning needs of students.

The principal and teaching staff indicate the need to further develop staff capability to differentiate teaching and learning throughout the learning areas to meet the needs of the full range of students in the multi-age context.

Consultation between the principal, teacher and parents occurs formally in parent teacher interviews twice a year. Written report cards are distributed twice a year. Many parents comment that they feel comfortable to informally discuss their child's learning with teachers when and as the need arises. Some parents value the opportunity to have open and honest conversations with staff regarding the learning and development of their child.



Reading is closely monitored at the school through the collection of five-weekly PM and PROBE data. This information is recorded on the data wall in the office. Staff access this information to inform their planning and next steps for student learning.

Intervention is provided for students identified as requiring additional support. The principal acknowledges that this is an area to closely monitor to ensure identified students receive the support they require to maximise the achievement of learning outcomes.

At the time of the review no student is supported by ICP.

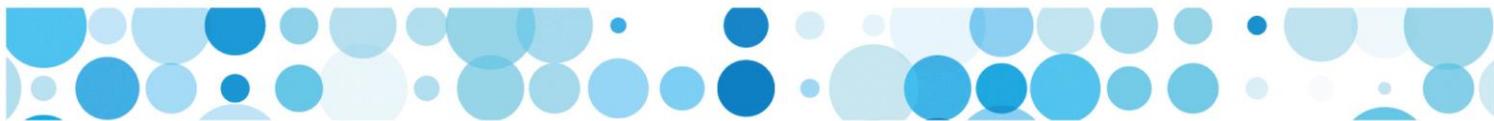
The principal articulates that attendance and achievement for Aboriginal and Torres Strait Islander students are monitored on a case-by-case basis. The principal and staff engage in regular conversation during staff meetings and informally to ensure clear expectations of student learning and school processes are understood. Considerable work has been undertaken with parents regarding attendance, including the tracking and monitoring of student absences. A notable improvement in attendance rates has been observed in recent times.

### **Improvement strategies**

Collaboratively develop a whole-school approach to enable students to monitor their own learning, including an emphasis on student learning goals that are regularly tracked and reviewed.

Build teacher capacity to differentiate for the full range of students at the classroom level in the multi-age teaching and learning context.

Formalise a whole-school process to refer students identified as requiring assistance with their learning, including the allocation of appropriate support strategies.



## 4.8 Effective pedagogical practices

### Findings

The principal identifies that the alignment and consistent implementation of an agreed pedagogical approach is crucial to student learning improvement. Providing PD to staff to develop expertise and knowledge of pedagogical practices is an area for ongoing development.

Students speak positively of the efforts of their teachers and teacher aides in providing interesting and engaging learning opportunities. Some students articulate that feedback from their teacher helps to provide them with an understanding of how they are progressing with their learning.

Variation occurs in the provision of regular, timely and purposeful student feedback regarding learning achievement. The principal articulates that the development of a consistent approach to providing feedback to students in relation to the next steps for learning is an area for development.

Some targets for student learning are established in the area of reading. They predominantly consist of the achievement of improved scores related to the cohort. Staff members acknowledge that the development of individualised skill-based ambitious targets for students will help to drive learning outcome improvement.

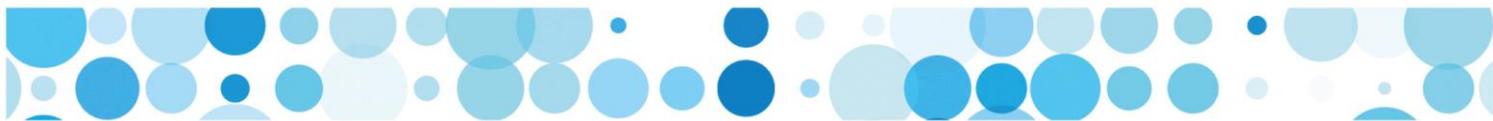
The school's pedagogical framework is based on Marzano's ASoT. It is articulated by the principal that the focus of the framework has moved to the department's DoTL. Fisher and Frey's GRR is used during reading instruction. Hattie's Visible Learning was recently introduced at the school. This approach includes the use of learning walls. The principal and teacher indicate that visible learning is supporting some students to understand what they need to learn and what they need to do to improve their learning outcomes.

Teachers articulate that their understanding and implementation of the pedagogical framework is yet to occur consistently. The principal acknowledges that the pedagogical framework is due to be reviewed and updated to reflect the current agreed teaching practices.

The principal recognises the need to refine staff skill in using the school's expected pedagogical practices in building student deep understanding of content and knowledge within the learning.

A process of informal walkthroughs is conducted by the principal. These occur at various intervals. A process of observation, feedback and coaching for staff of the agreed pedagogical practice is considered by the principal as an area for development to evaluate the effectiveness of teaching.

Teaching and non-teaching staff members report that they feel supported by the principal in their work practices. The principal and staff have high expectations of student engagement with their learning. Teachers report that PD opportunities are provided to support the implementation of programs and strategies implemented at the school.



Teachers welcome the inclusion of all students in the classroom, including those requiring learning support and those students requiring learning extension. Parents report that their child is happy at school and well supported by school staff.

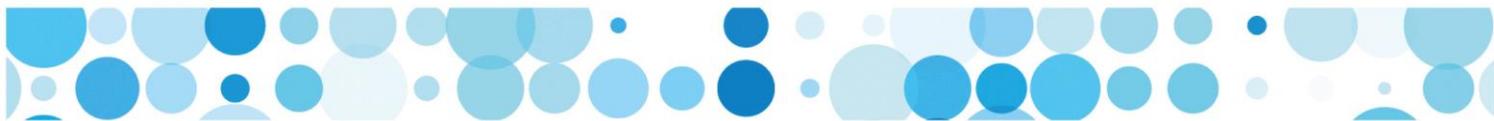
### **Improvement strategies**

Collaboratively review the school pedagogical framework to include the agreed pedagogical strategies that are aligned to the EIA.

Strengthen teacher capability and skill in implementing the school's pedagogical framework through processes of modelling and access to PD.

Develop a school-wide process for observation, feedback and coaching for the delivery of effective pedagogical practices.

Collaboratively develop individualised skill-based ambitious targets for students to drive learning outcome improvement.



## 4.9 School-community partnerships

### Findings

Partnerships are built with parents, families, local businesses and community organisations to enhance the learning outcomes of students. Some partnerships are intentionally strategic in their association. Other partnerships are more aligned to the culture of building a sense of community and are less collaboratively planned activities.

A process to formally monitor the effective progress of community partnerships in order to improve student learning outcomes could yet be fully developed.

The school recognises that parents are integral members of the school community and partners in the education of students. Parents and community members express a sense of pride in and ownership of the school. There is a strong sense of commitment to the common purpose and goals of the school. Parents and staff associate the school with being the hub of the community.

Partnerships are established with the local golf club, local businesses and Agnes Water Returned and Services League of Australia (RSL) Sub-Branch. The partnerships provide a range of ways for the school to fundraise and provide some learning opportunities for students.

A playgroup program operates within the school one day a week and is operated by a parent volunteer. It is affiliated with Playgroup Queensland and is supported by BUSHkids who provide some resourcing and support for parents and children who attend the program. Playgroup is well attended and appreciated by the local community.

Most of the students attending Prep at the school do not participate in an accredited kindergarten program. The principal has identified eKindy as an option to overcome this obstacle, and planning is currently underway. Parents identify this as a necessary service for their child.

A pre-Prep immersion program is conducted by the school. The program commences in Semester 2 with children attending more regularly as the semester progresses. School routines and familiarity are the focus of the program. Staff members acknowledge the impact that the program has on student readiness for Prep.

The school has an open door policy and parents and community members are encouraged to participate in the day-to-day operation of the school and special events.

Staff members, parents and students identify declining enrolment as an area of concern. A major contributing factor is the lack of employment for young families in the area. All staff members and parents identify the need to communicate the benefits of a quality education in a small school to the wider community. The principal identifies regular celebration of school achievements and success as a way to promote the school.

The school participates within a cluster of schools and acknowledges the benefits and opportunities provided by the professional learning partnerships. The principal recognises



the value of participating in cluster learning days and is looking to expand this opportunity to all staff members.

A current transition program with the local high school exists. Students transitioning to high school visit the school on a number of occasions to experience transition and routines. Staff members of the high school visit the school to provide information to staff, students and parents.

### **Improvement strategies**

Engage regional support to assist with the establishment of an eKindy program to provide targeted opportunities for children to participate in an accredited kindergarten program.

Develop a process to systematically monitor the progress of community partnerships and the impact this has on student learning.