

Springbrook State School

School Review Report



School
Improvement
Unit



Queensland
Government



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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 **Springbrook State School** from **27 to 28 July 2017**.

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

Garry Lacey

Internal reviewer, SIU (review chair)

Marie Hillyard

Peer reviewer



1.2 School context

| | |
|--|---|
| Location: | Springbrook Road, Springbrook |
| Education region: | South East Region |
| Year opened: | 1984 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 29 |
| Indigenous enrolment percentage: | nil |
| Students with disability enrolment percentage: | nil |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1082 |
| Year principal appointed: | October 2012 (substantive) Term 3, 2017 (acting) |
| Full-time equivalent staff: | 2 |
| Significant partner schools: | Hinterland Small Schools' Cluster - Currumbin Valley State School, Ingleside State School, Numinbah Valley State School Greenheart Cluster of schools - Clover Hill State School, Mudgeeraba State School, Mudgeeraba Creek State School, Mudgeeraba Special School, Robina State School, Robina State High School |
| Significant community partnerships: | Springbrook Playgroup, Springbrook Mountain Community Association, Robina State High School |
| Significant school programs: | Springbrook Playgroup, Words Their Way (Prep to Year 6), <i>Phonemic Awareness</i> (Prep to Year 4), Whole-school musical |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Substantive principal, acting principal, three classroom teachers, guidance officer, curriculum coordinator, music teacher, three teacher aides, Business Manager (BM), two Parents and Citizens' Association (P&C) members, 8 parents and 21 students.

Community and business groups:

- Representative of Springbrook Mountain Community Association.

Partner schools and other educational providers:

- Deputy principal of local feeder high school.

Government and departmental representatives:

- Councillor for Gold Coast City Council, State Member for Mudgeraba and ARD.

1.4 Supporting documentary evidence

| | |
|--|--|
| Annual Implementation Plan 2017 | Responsible Behaviour Plan |
| Investing for Success 2017 | Strategic Plan 2014-2017 |
| Headline Indicators (2016 release) | School Data Profile (Semester 1, 2017) |
| OneSchool | School budget overview |
| Professional learning plan 2017 | Curriculum planning documents |
| School pedagogical framework | School differentiation planner |
| School data plan | School Opinion Survey |
| Draft curriculum, assessment and reporting framework | School newsletters and website |



2. Executive summary

2.1 Key findings

The school is highly regarded within the community.

There is significant appreciation by the community that the substantive principal has committed to remaining at the school and has contributed to the community over a number of years. The principal has established strong links through regular attendance at the Springbrook Mountain Community Association meetings. All members of the local community are invited to a number of school events throughout the year and reciprocate their interest in the school through strong attendance at key school functions.

Parents are recognised as integral members of the school community and are encouraged as partners in their child's learning.

Teachers articulate that parents are keenly interested in their child's education and the school takes many opportunities to maintain strong links with the home. A wide range of activities is organised throughout the school year to involve parents in the life of the school. Activities include a welcome barbecue, the annual ANZAC Day service, an Easter morning tea including a bonnet parade, a school musical and end of year celebration and graduation. These activities are well attended by parents and assist them in linking with the school.

All staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning.

Students have an obvious sense of belonging and speak highly of their teachers and teacher aides and the interest they show in their learning and wellbeing. Classroom teachers work hard to create and maintain classroom environments that are supportive of students and conducive to learning. School staff members are enthusiastic and positive regarding their role. They take pride in accepting, supporting and encouraging the learning, and the social and emotional development of all students.

The principal has established three priority areas for development in 2017 through the Annual Implementation Plan (AIP).

These include systematic curriculum delivery in English, development of an expert teaching team and implementation of effective pedagogical practices across the school. The improvement priorities for the school are broad in nature with a range of responses relating to curriculum, teaching and learning articulated by school staff members. An Explicit Improvement Agenda (EIA) that has a narrow and sharp focus on identified areas for improvement in student learning, is well known by school staff members, and consistently implemented in all classrooms is yet to be developed.



The principal articulates the importance of reliable student data as essential to improvement for student learning.

The school has developed and is implementing an assessment schedule for the collection of a range of student outcome data including diagnostic test data and classroom assessments. The principal and class teachers meet informally on occasion to discuss student achievement data. In-depth discussions regarding trend data over time and the establishment of case management processes are less apparent. The principal acknowledges the need for teams of teachers to meet more regularly to discuss and interrogate student learning data and generate strategies for continuous improvement.

The principal and teaching staff members express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

The process of creating locally contextualised curriculum units with alignment to the AC has commenced in the learning area of English. In learning areas other than English teachers are utilising a range of resources to plan their curriculum units. Teachers report varying levels of reference to the AC when planning these units. The principal expresses a desire to continue the process of developing locally contextualised curriculum units in other learning areas to ensure stronger alignment with the rigour and intent of the AC.

The principal has engaged a curriculum coordinator to lead the process of developing the school's strategic curriculum documentation.

A whole-school curriculum plan is being developed that describes expectations for curriculum, teaching and learning at the school. Associated learning area plans, aligned to the AC, that make clear the scope and sequence for learning are in the process of being developed. A curriculum planning template for use by teachers is developed and is utilised by teachers in the recording of the curriculum units.

All staff members accept responsibility for driving improvements in teaching and learning throughout the school.

The school has a pedagogical framework that is aligned to the research of the Art and Science of Teaching (ASoT)¹. A one page overview of the school's responses to the design questions relating to ASoT is developed. Teachers articulate that they make little reference to this document to guide their curriculum planning and teaching practices. The principal and staff members are currently reviewing the pedagogical framework to more effectively describe the agreed, non-negotiable teaching strategies for consistent implementation in all classrooms.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



The school has established strong transition processes for students entering and leaving the school.

These include extension learning opportunities and high school experience programs developed with the local feeder high school. Transition processes commence with a celebration of the Arts at the school with students and staff members from the high school conducting workshops with the primary school students prior to an end of day performance. Several transition days occur for students to enable them to experience life in a much larger school prior to their attendance in the following year. The school has established a weekly Playgroup that is well attended by local families with pre-school children. A teacher aide, who leads this group, models for parents the types of activities they can do in the home to develop the early literacy skills of their child.

Staff members at the school support a range of learning experiences that enables students to develop skills in areas of enthusiasm or interest.

The school promotes the Arts through its school musical. This is a highlight for students and their families. An after school visual art class is offered on a user pays basis each week. A gala sports program is offered to students in conjunction with other local small schools. A Sporting Schools program is offered to students in conjunction with some of the school's Health and Physical Education (HPE) lessons. The school is involved in extension learning experiences with the local feeder high school. A highlight for some students is participation in the *Kidpreneur* competition where students develop and market a product in small groups. Students report they value the co-curricular learning experiences offered at the school and the time school staff members take to support them.



2.2 Key improvement strategies

Develop an EIA that has a narrow and sharp focus on identified areas for improvement in student learning, is known by school staff members and consistently implemented across all classrooms.

Provide time for teams of teachers and school leaders to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Use the process implemented for planning curriculum units in English in other learning areas to enable a consistency of curriculum planning and alignment to the AC.

Develop a whole-school, sequenced curriculum plan aligned to the AC and associated learning area plans that makes clear what teachers should teach and students should learn, including consideration of the general capabilities and cross-curriculum priorities.

Ensure the school's pedagogical framework reflects agreed pedagogical strategies, is considered in curriculum planning processes and is consistently implemented in all classrooms.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school's leadership and teaching teams are committed to improving learning outcomes for all students with a clear vision established for the school. This vision is expressed and enacted through the school's motto '*Learning and growing together.*'

The principal has established three priority areas for development in 2017 through the AIP. These include systematic curriculum delivery in English, development of an expert teaching team and implementation of effective pedagogical practices across the school.

The principal has articulated two learning priorities in the 2017 AIP. These are developing skills in literacy and numeracy with a focus on the digital technologies and the provision of direct support to plan for differentiated learning experiences for students with diverse needs.

The improvement priorities for the school are broad in nature with a range of responses relating to curriculum, teaching and learning described by school staff members. An Explicit Improvement Agenda (EIA) that has a narrow and sharp focus on identified areas for improvement in student learning, is well known by school staff members, and consistently implemented in all classrooms is yet to be developed.

Conversations with staff members reveal that they are committed to planning and implementing curriculum units in English that are locally contextualised and have strong reference to the AC. This work is undertaken with the support of the school's recently appointed curriculum coordinator. Teachers appreciate the support and guidance they are receiving to plan these curriculum units.

There is a focus across the school on developing students' reading skills through the implementation of phonological awareness and oral language programs in the early years and developing comprehension skills in the later years. The early years' class teachers are utilising the Early Start data and are mapping students on the literacy continuum to support the development of their literacy programs.

The principal is conducting observations of classroom practices in a teacher identified area of practice. Written feedback is provided to teachers relating to the teaching practices observed in the classroom. Classroom teachers articulate that they find this process supportive of their efforts and assists them in developing their repertoire of practice. This process could be utilised as a tool to assist monitoring the implementation of the EIA to ensure a consistency of practice is occurring across the school.

The establishment of clear, aspirational targets sought in student performance in areas aligned to the EIA and processes to monitor progress towards these targets are yet to be established.



All staff members articulate a belief that all students can learn and be successful. Parents express the view that the professionalism and dedication of staff members are strongly valued within the community.

Improvement strategies

Develop an EIA that has a narrow and sharp focus on identified areas for improvement in student learning, is known by school staff members and consistently implemented in all classrooms.

Monitor the implementation of the EIA to ensure a consistency of practice is occurring across the school.

Establish clear, aspirational targets for student performance in areas aligned to the EIA and monitor progress towards these targets.



3.2 Analysis and discussion of data

Findings

The principal articulates the importance of reliable student data as essential to improvement for student learning. The school utilises a range of diagnostic and formalised assessment tools to monitor school-wide achievement and individual student progress, particularly in literacy and numeracy.

The school has developed and is implementing an assessment schedule for the collection of a range of student outcome data including diagnostic test data and classroom assessments.

Assessment tools include Early Start, PM Benchmark, PROBE, Sutherland Phonological Awareness Test (SPAT-R), PAT-R, PAT-M, PAT-S, PAT-Vocab, Running Records and Words Their Way diagnostic tool. These assessment tools are utilised and supplement National Assessment Program - Literacy and Numeracy (NAPLAN) and other school-based assessment information. Data is gathered regularly resulting in a comprehensive profile for each student in the school.

The principal is analysing school performance data over time and is aware of school trends in NAPLAN and other school-based assessments. Teachers currently store student learning data in a range of methods including electronically and in paper-based formats. Some teachers are aware of recording data on OneSchool and the availability of the class dashboard and are yet to utilise these methods. Teachers report they would value assistance in understanding the benefits of the class dashboard system.

The principal and teachers meet informally on occasion to discuss student achievement data. In-depth discussions regarding trend data over time and the establishment of case management processes are less apparent. The principal acknowledges the need for teams of teachers to meet regularly to discuss and interrogate student learning data and generate strategies for continuous improvement.

A data wall is recently established in the principal's office. There are plans to utilise this display of student learning data to focus discussions with classroom teachers on student learning outcomes.

Teachers have a strong focus on gathering data including pre and post-testing of PAT-R to inform their reading groups and establish measureable improvement. Teachers utilise student outcome data in the process of establishing differentiated teaching within their classrooms for reading, spelling and mathematics. The capacity of teachers to understand class data, and respond to the implications for differentiation is continuing to develop across the school.

Teachers work with students twice each year to establish learning goals that are derived from class data. These are the focus for discussions with parents at parent teacher meetings held twice each year. A greater focus on these goals to ensure they are consciously monitored in classrooms on a regular basis is yet to be established.



There are few behaviour issues identified at the school. Informal conversations occur between the principal and staff members relating to identified issues for behaviour. The principal expresses a belief that there is not currently a need to share behaviour data more formally with staff members.

Attendance data at the school is regularly monitored by the principal with strategies implemented to improve the attendance of identified students.

It is noted that very small cohorts of students sit the NAPLAN testing process each year. In 2016, only one student sat NAPLAN in Year 3 and four students in Year 5. No student in 2016 was withdrawn or exempt from NAPLAN.

2016 NAPLAN data indicates Year 5 achievement in the Upper Two Bands (U2B) is above Similar Queensland State Schools (SQSS) in all test areas.

Year 5 Mean Scale Score (MSS) achievement is above SQSS across all strands.

The school's Index of Community Socio-educational Advantage (ICSEA) percentile stands at 82 per cent. The school's Year 5 MSS percentile performance in 2016 ranged from 79 to 95.

Year 3 and Year 5 achievement at or above the National Minimum Standard (NMS) is 100.0 per cent across all strands. This is above the results of Queensland State Schools (QSS).

Improvement strategies

Provide time for teams of teachers and school leaders to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Provide Professional Development (PD) for teachers to ensure their data literacy skills enable deeper understandings of data and the implications for learning.



3.3 A culture that promotes learning

Findings

Staff members express a belief and expectation that every student will learn and achieve. There is a positive tone in the school that reflects a school-wide commitment to the students, the school and the wider community. Staff members pay attention to developing and maintaining the wellbeing of students across the school.

Teaching and non-teaching staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build respectful relationships with students. Students have an obvious sense of belonging and speak highly of their teachers and teacher aides. They express appreciation for the interest staff members show in their learning.

Classroom teachers work hard to create and maintain classroom environments that are supportive of students and conducive to learning. Staff members are enthusiastic and positive regarding their role. They take pride in accepting, supporting and encouraging the learning, and the social and emotional development of all students. Classrooms are learning environments that feature visible signage associated with classroom rules and displays relating to productive learning strategies.

The school's current Responsible Behaviour Plan for Students (RBPS) outlines behaviour expectations and agreed consequences. The RBPS has recently been reviewed and reflects the implementation of the Positive Behaviour Learning (PBL) framework.

Students are aware of the school's expectations of '*Be Safe, Be Respectful and Be a Learner*'. Visual representations of these expectations are apparent in classrooms. School expectations are referred to by teachers in setting and reviewing classroom expectations, through the weekly PBL focus and on assembly. A range of strategies is utilised to promote positive behaviour including *Class Dojo*, *Gotchas*, parade celebrations, individual student awards and the prize box.

The school has established a representative PBL team that meets regularly and has established an action plan for implementation. The PBL School-wide Evaluation Tool (SET) indicates the whole-school processes for managing behaviour are being implemented appropriately. Some staff members indicate greater consistency of practice in the implementation of PBL could be achieved across the school. There are views expressed that positive behaviour rewards could be more consistently applied and regularly reviewed for impact with students.

The school views parents, families and the wider community as integral partners within the school and in extracurricular activities. Parents articulate that they are welcomed into the school, into classrooms and enjoy opportunities to be part of school life. Parents are aware that teachers are available to discuss the progress and welfare of their child.

Student attendance data is monitored by the principal and office staff members. Current average attendance rates are 93.2 per cent with 22.9 per cent of students attending less



than 85 per cent of the school year. The percentage of students attending less than 85 per cent for Semester 1, 2016 was 5.3 per cent. The principal is aware of the need to work closely with identified families to improve attendance rates for those students.

The school is commencing work on establishing a culture of inquiry and innovation with the introduction of coding in digital technologies. The principal reports this will be a continued focus for the school in the future. The school has commenced the journey with Science, Technology, Engineering, Mathematics (STEM) and is continuing to invest in Information and Communication Technology (ICT) infrastructure.

Improvement strategies

Create a culture of innovation and inquiry whereby creative exploration and independent learning are valued within classroom learning programs.

Develop processes to ensure that the PBL program is consistently enacted and embedded across the school.



3.4 Targeted use of school resources

Findings

The principal plans to utilise the school's financial, human and physical resources to meet the learning needs of students enrolled at the school.

The school budget is formulated by the principal with the support of the school's Business Manager (BM) and the regional finance hub. The BM is supported by the principal and financial support staff members from regional office to implement and monitor the school's budget processes. The budget is clearly aligned to school priorities. The current bank balance is \$33 797.

The principal closely monitors key cost centre expenditure relating to curriculum, teaching and learning, human resource allocations and facilities management to ensure that the full range of planned initiatives is actioned in a timely manner.

The school received \$12 500 under the Investing for Success (I4S) initiative for 2017. These funds are utilised to support the school's improvement agenda in reading and curriculum. Funds are used to employ a curriculum implementation officer to build teacher capacity in implementing the AC, differentiating the curriculum to meet individual needs, and to update whole-school curriculum documents.

The school is establishing a model of shared leadership to implement school programs and operations. The principal and curriculum coordinator are the school leaders who work alongside teachers in the implementation of teaching and learning programs. A distributed leadership process for teacher leaders is developing. A statement of roles and responsibilities of school and teacher leaders that details strategic priorities aligned with the improvement agenda and includes key accountabilities and implementation timelines is yet to be established.

Throughout 2017, classroom teachers are released to engage in collaborative planning, data inquiry and professional conversations. The principal has identified this as a priority for implementation and has allocated funds to this process through the school's budget.

Teacher aides are a valued resource in the school and work alongside teachers in classrooms to support the learning of students. Classrooms have full-time teacher aides allocated to them. This provides flexibility for the implementation of differentiated learning groups in the school's multi-age classroom.

The guidance officer attends the school one day per fortnight and spends time in classrooms observing students in their learning environments. The guidance officer reports there are no current referrals for services and that assessments and referrals to outside agencies are conducted as required. Welfare support to students and professional advice to staff members are provided on a needs basis.

Classrooms are well-resourced with teachers having access to a broad range of teaching resources to support the teaching and learning process. The principal continues to invest in ICT resources for use in classrooms. Teachers have access to an interactive television,



laptops and iPads. A future investment in robotics equipment will support the school's coding program.

The school effectively utilises its physical environment and available facilities to maximise student learning. Teaching spaces have access to large classrooms allowing for whole-group, small group and individual instruction that enables the multi-age classes to operate effectively. Classrooms are attractive and stimulating environments in which to learn.

The school's facilities are attractive and very well maintained. School funds have been utilised to ensure all playing areas are safe for the students. The cleaning and grounds staff members take pride in the school and in their work in maintaining a school environment of which the community is proud.

Improvement strategies

Develop a statement of roles and responsibilities that include accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to, and understood by, all staff members.



3.5 An expert teaching team

Findings

The principal is highly committed to building an expert teaching team and has a range of strategies established to assist teachers to enrich their repertoire of practice. Some of these strategies are documented in the school's professional learning plan.

This plan details professional learning experiences that are offered to staff members throughout the year. Focus areas for development include compulsory, systemic PD, learning aligned to the implementation of the AIP, induction programs for new staff members and coaching and mentoring opportunities.

The documented modes for professional learning include a strong focus on internal and external face-to-face experiences, some experiences in coaching and feedback and professional conversations through internal networking meetings facilitated by the curriculum coordinator and school principal.

Some staff members have completed Annual Performance Development Plans (APDP) and report that their requests for access to professional learning are supported where possible. Some staff members are yet to develop a current APDP. Some staff members report they would appreciate ongoing assistance in identifying learning opportunities to assist in actioning their APDPs.

The school's APDP process could be further enhanced by providing greater alignment of learning opportunities to the school's priority areas. These learning opportunities could be reflected in the school's professional development plan.

The principal has facilitated whole-staff participation in the Greenheart Cluster school professional development day program that occurs in October each year. Collegial networking for some staff members occurs through links with the local small schools' cluster network.

All teachers are engaging in collaborative curriculum planning with the support of the school's curriculum coordinator. A focus for this work in 2017 is on enhancing teachers' knowledge of the AC. Teachers articulate that they appreciate these focused learning opportunities in developing their curriculum knowledge.

Some opportunities exist for teachers to visit one another's classrooms to view teaching practices or to visit classrooms in other schools. Provision of more regular and timetabled opportunities for staff members to be involved in coaching and mentoring activities within and beyond the school, aligned to the school's improvement agenda, to further enhance teachers' repertoire of practice in these areas could yet occur.

A range of professional learning experiences are offered to school staff throughout the year. The range of these experiences and the timelines associated with professional capacity development for school staff members, including APDPs, leadership development, staff member induction, coaching and mentoring, and models of feedback, are yet to be fully documented in the school's professional development plan.



A teacher newly appointed to the school has been well supported by the principal and other staff members and inducted into the life of the school. A beginning teacher mentor is assigned to support this induction process.

The degree to which ICTs are utilised within the curriculum varies across classrooms. Some teachers report the desire to enhance their digital technology knowledge, understanding and application to further support student learning.

Improvement strategies

Enhance the school's PD plan to document professional capacity development for school staff members including APDPs, leadership development, staff member induction, coaching and mentoring, and models of feedback.

Provide opportunities for all staff members to be involved in regular and timetabled peer coaching and mentoring processes within the school.

Develop the digital literacy skills of all staff members to enhance and transform learning experiences for students.



3.6 Systematic curriculum delivery

Findings

The principal and teaching staff members express a commitment to implementing curriculum relating to learning areas aligned to the AC.

The principal has engaged a curriculum coordinator to lead the process of developing the school's strategic curriculum documentation. A whole-school curriculum plan is being developed that describes expectations for curriculum, teaching and learning at the school. Associated learning area plans, aligned to the AC, that make clear the scope and sequence for learning are in the process of being developed. A curriculum planning template for use by teachers is developed and is utilised by teachers in the recording of the curriculum units.

The multi-age nature of the school has necessitated the development of a three-year cycle for curriculum planning. This plan is in the first year of development in the learning areas of English and science. The principal is aware that further work needs to be undertaken to ensure vertical alignment of the curriculum across the school. There is a plan to engage the support of the region's curriculum team to provide advice regarding the development and implementation of curriculum across the school.

The process of creating locally contextualised curriculum units with alignment to the AC has commenced in the learning area of English. Teachers begin this planning process by accessing the achievement standards for their year levels and identifying the content descriptions that will be the focus for teaching and learning. Teachers are developing local assessment tasks and a Guide to Making Judgements (GTMJ) for each summative assessment task. A lesson sequence is established for the teaching and learning process.

Teachers are provided with curriculum planning time each term where they collaboratively plan English units with the support of the curriculum coordinator. Teachers report they value the time provided to plan curriculum units with a colleague.

End of unit review processes to celebrate successes, identify areas for improvement and record changes for future unit implementation so as to provide an opportunity to quality assure the enacted curriculum against the standards and content descriptions of the AC, are yet to be established.

In learning areas other than English teachers are utilising a range of resources to plan their curriculum units. Humanities and Social Sciences (HASS) teachers are predominantly using the Curriculum into the Classroom (C2C) units and assessment tasks to guide their curriculum planning and implementation. In science, the small schools' edStudio from the central region is utilised as a resource for planning. For mathematics, a combination of C2C and the *Signpost* mathematics resources is the focus for unit development. Teachers report varying levels of reference to the AC when planning these units. The principal expresses a desire to continue the process of developing locally contextualised curriculum in other learning areas to ensure stronger alignment with the rigour and intent of the AC.



Teachers engage in moderation processes each semester. In this process teachers moderate an on-balance judgement of students' Levels of Achievement (LOA) in writing. Informal processes are currently utilised to moderate student work in other learning areas. Extending moderation processes across a broader range of curriculum areas to ensure a consistency of teacher judgement in assigning LOAs is yet to occur.

Teachers offer interviews for parents in Terms 1 and 3 each year. At these meetings parents are provided with an individual learning profile that features learning outcome data in literacy and numeracy and learning goals for future focus. Strategies for parents to support their child's learning in the home environment are included in this document. Most parents report they value these opportunities to be informed regarding their child's learning. Comprehensive written reports are sent home at the end of each semester.

Staff members support a range of learning experiences that enable students to develop skills in areas of enthusiasm or interest. The school promotes the Arts through its school musical. This is a highlight for students and their families, with the performance venue filled with appreciative family and community members. An after school visual art class is offered on a user pays basis each week.

A gala sports program is offered to students in conjunction with other local small schools. Annual cross country, athletics and swimming programs are conducted with these schools. A Sporting Schools program is offered to students in conjunction with some of the school's HPE lessons.

The school is involved in extension learning experiences with the local feeder high school. A highlight for some students is participation in the *Kidpreneur* competition where students develop and market a product in small groups. Students from the school have experienced success in this creative thinking activity. Students articulate that they value the co-curricular learning experiences offered at the school and the time school staff members take to support them.

Improvement strategies

Use the process implemented for planning curriculum units in English in other learning areas to enable a consistency of curriculum planning and alignment to the AC.

Develop a whole-school, sequenced curriculum plan aligned to the AC that makes clear what teachers should teach and students should learn, including consideration of the general capabilities and cross-curriculum priorities.

Expand the use of formal moderation processes, within and beyond the school, to build consistency and confidence in teacher judgment across all year levels for all learning areas.



3.7 Differentiated teaching and learning

Findings

There is a continually developing culture across the school to address the individual learning needs of students. This is coupled with a belief that all students can learn. Curriculum and pedagogy form the basis for ongoing staff member discussions regarding optimal ways to maximise learning outcomes for the diverse range of students.

Teachers are encouraged and supported to closely monitor the progress of all students and to use student learning data to inform classroom activities. A wide range of diagnostic testing occurs throughout the years with subsequent data analysis a continually emerging practice used to inform ability groupings in reading, spelling and mathematics.

The multi-age nature of the school provides challenges for teachers to develop appropriate curriculum offerings for the range of year levels and diverse range of student abilities in their classrooms. Teachers have commenced the process of documenting plans for differentiating student learning in their curriculum planning through the use of a *Differentiation Surfboard*.

This differentiation planner is considered during collaborative planning processes with the school's curriculum coordinator. Further development of this process will assist in ensuring that differentiation is an ongoing school priority and is a feature of every teacher's planning and practice.

Differentiated support for students through their classroom programs is a continually evolving practice within the school. Teachers utilise the teacher aides allocated to their classroom to assist with supporting differentiated groups in literacy and numeracy.

The early years' class teachers are utilising the Early Start data and are mapping students on the literacy continuum to support the development of their literacy programs. Early years' teachers report they are utilising this data to differentiate learning experiences for students.

Tracking of the learning progress for students occurs with classroom teachers uploading data on OneSchool. Informal discussions are held with the principal when concerns are identified in student learning by classroom teachers. The principal plans to strengthen monitoring processes for students requiring additional support through the establishment of regular data meetings with teachers. The school's data wall and classroom dashboards will form the basis for these collaborative discussions.

A formalised student support and referral process is established at the school to ensure timely responses are planned and implemented for identified students requiring additional support. This process includes involvement of the school's guidance officer, principal and classroom teachers. Case management and review processes are evolving through this process to ensure identified student needs are appropriately addressed.

Classroom teachers set individual literacy and numeracy goals for all students through the development of Individual Learning Profiles. The process of implementing and reviewing personalised, self-monitored learning goals is still an emerging practice. A collaboratively



agreed and consistent process for developing student learning goals that are regularly monitored and reviewed is yet to be developed and implemented.

There is an emphasis on meeting the needs of students experiencing difficulties with their learning. Planned provision of individualised support for high achieving students to ensure they are appropriately engaged, challenged and extended in their learning is less apparent. The principal recognises this is an area for further consideration and development across the school.

The school has no students currently enrolled with a verified disability. The 2016 Nationally Consistent Collection of Data on School Students with Disability (NCCD) process indicates that 2.9 per cent of students at the school require supplementary or substantial adjustments to their learning.

The principal and teaching staff members work closely with parents to communicate student progress. Parents report they feel comfortable in approaching staff members and are well informed regarding teaching practices and school initiatives relating to their child. Some parents positively acknowledge the individualised approach the school has taken to meet the particular needs of their child.

Improvement strategies

Ensure that differentiation is an ongoing school priority and is a feature of every teacher's planning and practice, including differentiated learning experiences for high achieving students.

Implement a consistent process for developing student learning goals that are regularly monitored and reviewed.



3.8 Effective pedagogical practices

Findings

The principal recognises that highly effective teaching is key to improving student learning throughout the school and accepts personal responsibility for leading improvements in teaching and learning and the professional capacity of all staff members.

All staff members at the school demonstrate a strong commitment to effective teaching. There is a belief that this is the key to improved student learning. All staff members accept responsibility for driving improvements in teaching and learning throughout the school.

The principal is aware of the importance of keeping informed of current research regarding effective teaching practices and engages with colleagues through a range of networks to support the ongoing development of instructional leadership skills.

The school has a pedagogical framework that is aligned to the research of ASoT. A one page overview of the school's responses to the design questions relating to ASoT is developed. Teachers articulate that they make little reference to this document to guide their curriculum planning and teaching practices.

The principal and school staff members are currently reviewing the pedagogical framework to more effectively describe the agreed, non-negotiable teaching strategies for consistent implementation in all classrooms. The principal and school staff members have commenced the implementation of Fleming's² model for Explicit Instruction (EI) as an agreed, high-yield strategy for consistent implementation in all classrooms.

Teachers demonstrate some understanding of the strategies associated with the elements of the explicit teaching model. Elements of EI including 'I do, We do, You do' and the learning intentions of 'We are learning to' (WALT), 'What I'm looking for' (WILF) and 'This is because' (TIB) are increasingly utilised by teachers in their lesson delivery. It is apparent that further work is required for this practice to be embedded and consistently applied across the school.

The school team is committed to implementing quality teaching and learning practices that explicitly focus on improved outcomes for students in literacy and numeracy. Formal and informal collegial discussions are utilised by staff members to explore and engage with colleagues regarding a range of effective practice teaching models and high-yield teaching strategies.

It is apparent with the teaching of reading that teachers are utilising the Gradual Release of Responsibility (GRR) model of modelled, guided, shared and independent teaching strategies to engage students in the teaching and learning process.

The principal has commenced the process of engaging teaching staff members in observation and feedback processes. The principal negotiates a focus for lesson observation with each staff member and is providing feedback utilising a school-developed checklist.

² Fleming, J., & Kleinhenz, E. (2007). *Towards a moving school: Developing a professional learning and performance culture* (No. 1). Aust Council for Ed Research.



Some teachers report this process is beneficial in affirming good teaching practices in their classroom and challenging their thinking regarding ways to improve their practice.

There is some evidence of the use of feedback being provided to students. This occurs through formal and informal processes within classrooms, including some written feedback and conferences regarding learning. The development of student learning goals is an emerging practice through the establishment of Individual Learning Profiles that are shared with parents. This process could be the reference point for the provision of more explicit feedback from classroom teachers.

Improvement strategies

Ensure the school's pedagogical framework reflects agreed pedagogical strategies, is considered in curriculum planning processes and is consistently implemented in all classrooms.

Provide regular and timely feedback to students that makes clear what actions students can take to make further learning progress.



3.9 School-community partnerships

Findings

The school is highly regarded within the community. There is significant appreciation by the community that the substantive principal has committed to remaining at the school and has contributed to the community over a number of years.

The principal has established strong links with the community through regular attendance at the Springbrook Mountain Community Association meetings. Long-standing community members appreciate the interest shown by the school in creating links with the community. Members of the local community are invited to a number of school events throughout the year and reciprocate their interest in the school through strong attendance at key school functions. These include the school musical, the community dinner held with the end of year celebration and carols, the annual ANZAC Day service and Easter bonnet parade and morning tea.

Parents are recognised as integral members of the school community and are encouraged as partners in their child's learning. Teachers articulate that parents are very interested in their child's education and the school takes many opportunities to maintain strong links with the home.

The Parents and Citizens' Association (P&C) is very active within the school community and shares a positive relationship with the principal and school staff members. The P&C feels well informed regarding curriculum matters and provides a steady source of income for the school to enhance teaching and learning and other collaboratively identified projects.

A wide range of activities is organised throughout the school year to involve parents in the life of the school. These include a welcome barbeque, the annual ANZAC service, Easter morning tea including a bonnet parade, school musical and the end of year celebration and graduation. These activities are well attended by parents and assist in linking the school more broadly with the community.

The school supports the annual M-fest celebrations that are held on-site on Mother's Day each year. This event is growing in popularity and is well attended by approximately 600 people. The school's P&C assists with the catering for this event through the provision of a food stall. This is the major fundraising event for the P&C each year.

There are many community-based collaborations with the school. They are predominantly informal arrangements based on the good will of school staff members and community organisations. A school community engagement framework that documents and reviews partnerships with community organisations that bring benefit to the school is yet to be developed.

The school has established strong transition processes for students entering and leaving the school. These include extension learning opportunities and transition programs developed with the local feeder high school. The principal is strategic in liaising with the leadership team at the high school to ensure smooth transitions for Year 6 students.



Transition processes commence with a celebration of the Arts at the school with students and staff members from the high school conducting workshops with the primary school students prior to an end of day performance. Several transition days occur for students to enable them to experience life in a much larger school prior to their attendance in the following year.

The school has established a weekly Playgroup that is well attended by local families with pre-school children. A partnership is developed with Playgroup Queensland to provide funding that enables the employment of a teacher aide to lead the group. This teacher aide models for parents the types of activities they can do in the home to develop the early literacy skills of their child.

The school networks with other local small schools through the small schools cluster group. Network meetings enable the sharing of curriculum and provide support and opportunities for teacher professional and leadership learning through collaborative meetings.

The school is an active member of the Greenheart Cluster that includes larger primary schools, a special school and the feeder secondary school. Principal to principal mentoring arrangements within the cluster support the PD of the school's principal. A feature of this cluster arrangement is the annual PD day organised for attendance by all staff members in October each year and the ongoing mentoring and curriculum support of this small school by the much larger schools.

The local state member of parliament has a favourable view of the school and regularly attends events organised by the school throughout the year. In addition, the local councillor is highly responsive to school needs and shares a strong working arrangement with the principal.

Improvement strategies

Develop broader networks with schools that are on similar education journeys that will bring benefit to the learning of students and the professional practice of staff members.

Develop a community engagement framework that details school community partnerships, identifies benefits brought to the school and indicates timelines for review.