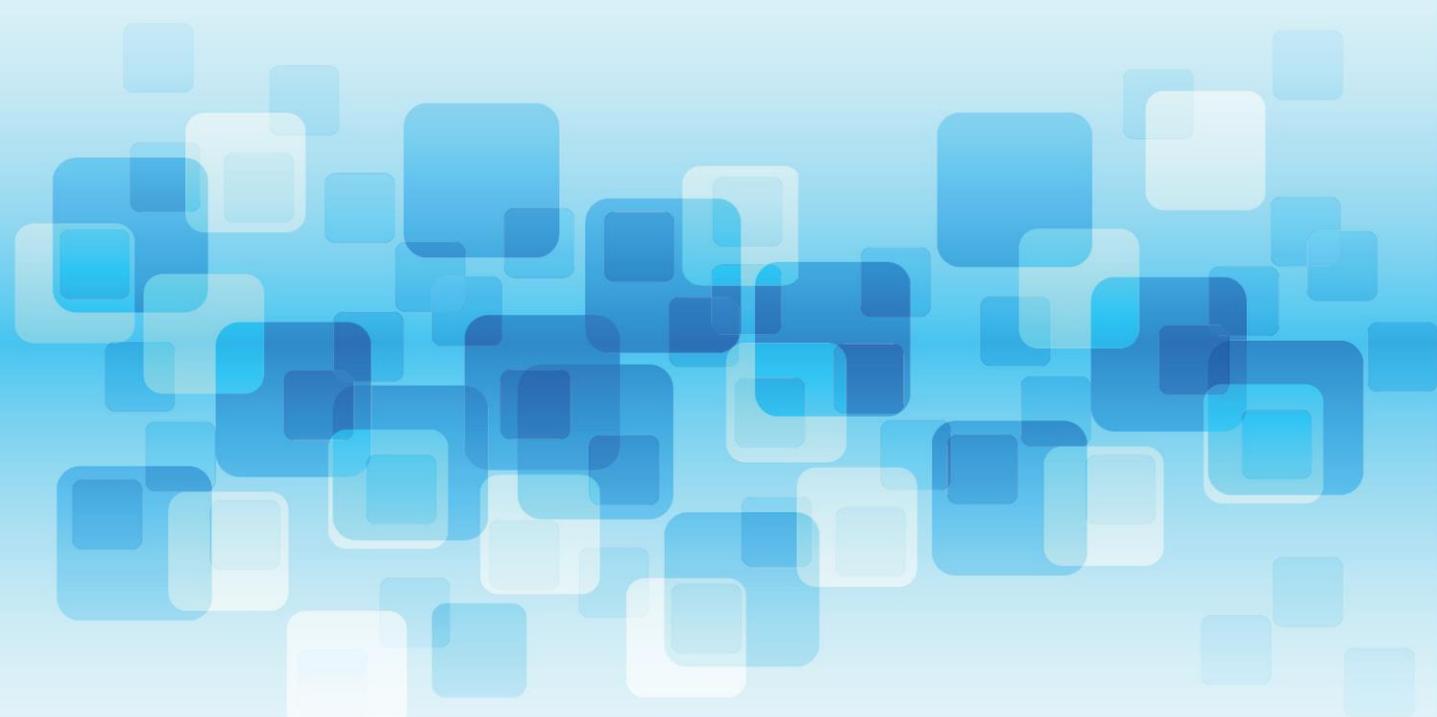




School Improvement Unit Report

Weir State School





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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 **Weir State School** from **6 to 8 September 2016**.

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 which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

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

1.1 School context

Location:	Ross River Road, Kirwan Thuringowa
Education region:	North Queensland Region
Year opened:	1881
Year levels:	Prep to Year 6
Enrolment:	760
Indigenous enrolment percentage:	27.6 per cent
Students with disability enrolment percentage:	9.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	891
Year principal appointed:	2005
Full-time equivalent staff:	54
Significant partner schools:	Kirwan State High School, Thuringowa State High School



Significant community partnerships:	Carlyle Gardens (RSL) & Retirement Home, Upper Ross Community Centre, Thuringowa Salvation Army, Psylutions and Headspace, Save the Children Fund Playgroup, Police Citizen’s Youth Club (PCYC), Townsville City Council Tony Ireland Stadium
Significant school programs:	Wakakirri, Deadly Dukes, Wellbeing Support Programs, Global Tropics Future Project, Student Leadership Program, Science, Technology, Engineering and Maths (STEM) Project with James Cook University (JCU)

1.2 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Peter Doyle	Internal reviewer, SIU
Judy Dale	Internal reviewer, SIU
Rob Lee	External Reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), master teacher, four support teachers, guidance officer, behaviour management teacher, Business Services Manager (BSM), four office staff, 20 classroom teachers, 12 teacher aides, student leaders, 40 students

Community and business groups:

- Two community Elders, school chaplain, Parents and Citizens’ Association (P&C) executive, tuckshop convenor, Outside Hours School Care (OHSC) co-ordinator, Salvation Army representative

Partner schools and other educational providers:

- Director, Creche and Kindergarten (C&K), homework club organiser

Government and departmental representatives:

- ARD



1.4 Supporting documentary evidence

Annual Implementation Plan 2016

Investing for Success 2016

Headline Indicators (2015 release)

OneSchool

Professional learning plan 2016

School improvement targets

School pedagogical framework

School data plan

Curriculum planning documents

Explicit Improvement Agenda 2016

Strategic Plan 2014-2017

School Data Profile (Semester 2, 2016)

School budget overview

School Opinion Survey (2015)

Professional development plans

Responsible Behaviour Plan for Students

School newsletters and website

Curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school is working hard to position itself as a community hub.

Strong links are established with a broad range of community organisations and the school holds a significant number of events throughout the year to engage with the community.

The tone of the school reflects a school-wide commitment to purposeful and successful learning.

Staff members demonstrate an understanding of the backgrounds students come from and recognise the importance of positive and caring relationships to successful learning. Staff members work hard to maintain a classroom environment that is learning focused and inclusive of all students.

School leaders and staff work proactively to establish a strong culture of belonging, school pride and connectedness through a range of strategies including the school mascot, whole-school community events and school pride days.

The school places a high priority on student wellbeing as demonstrated by the range of supportive school programs including KidsMatter initiatives, lunchtime clubs, breakfast club, chaplaincy program and partnering with community organisations to provide additional support for students and their families.

There is a strong focus on collaboration and teamwork across the school with a high level of commitment from staff members to improving the learning outcomes of students.

The school has established Professional Learning Communities (PLC) aligned to their year level teams and key school priorities. These provide high levels of professional and collegial support for teachers. Year level teaching teams meet regularly to co-operatively plan curriculum units and interrogate data. Teachers readily engage in these activities and are committed to improving their professional practice.

The school has identified a range of priority areas and strategies as central to its improvement agenda.

The school leadership team and staff members readily identify attendance, reading comprehension and sentence structure in writing as central to the school's current improvement agenda. Staff members identify student wellbeing, behaviour, school connectedness, effective teaching, data collection and monitoring, curriculum development, learning walls, student folios and developing assessment literate learners as additional priority areas.



The school's curriculum plans draw on the content descriptions of the Australian Curriculum (AC) and Curriculum to the Classroom (C2C) assessment tasks and associated Guides to Making Judgements (GTMJ).

The school utilises a unit planning template to guide teachers in the collaborative development of locally relevant units. This process is designed to support the capacity building of teachers and ensure a consistent and coherent approach to curriculum planning and delivery. This newly adopted process is an emerging practice across the school.

The school has recently embarked on the implementation of the Art and Science of Teaching (ASoT) as a pedagogical framework.

The school's Professional Development Plan (PDP) for 2016 has strong alignment to the pedagogical framework. The current focus for implementation is on developing an understanding of elements relating to Design Question 2. Teachers are working towards using these practices in their classrooms. It is recognised that time needs to be given to developing a common understanding to enable consistent implementation of this new approach to pedagogy in the school.

Significant efforts are made to understand student achievement levels, and to identify areas for individual student and school improvement through the collection and analysis of a range of data.

The school has established targets for A-E levels of achievement. Strengthening the alignment between National Assessment Program – Literacy and Numeracy (NAPLAN) achievement, school-wide assessment data and Levels of Achievement (LOA) A-E ratings for students is yet to be undertaken.

The leadership team makes strategic and operational decisions relating to the curriculum, teaching and learning to ensure that appropriate allocations are provided to key cost centres, human resources are distributed to support learning, and physical resources are maintained appropriately.

In 2016, the school is investing significant funds into locally funded positions. Key elements of these purchases include the employment of a wellbeing team, additional teacher aide time and additional members of the leadership team. The school is yet to conduct a review of the effectiveness of these targeted human resource allocations on student attendance, wellbeing and learning outcomes.

Staff members demonstrate a strong sense of ownership and pride in the school.

Staff speak positively of collegial support and efforts made by fellow staff members to ensure staff wellbeing. Some staff members report on the increased workload involved in their commitment to a variety of improvement strategies. The School Opinion Survey (SOS) for staff indicates a decline in staff wellbeing. The leadership team is aware of this trend and articulates a commitment to exploring strategies to improve morale, address workload challenges and staff wellbeing.



2.2 Key improvement strategies

Narrow and sharpen the school's explicit improvement agenda.

Embed the collaborative curriculum planning process to support the development of a locally informed relevant curriculum aligned to the AC.

Embed the school's pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

Investigate the relationship between LOA (A-E), NAPLAN data and other data collected by the school with regard to quality assuring reporting of student achievement to parents and students.

Collaboratively review the effectiveness of targeted human resource allocations, aligned to the school's learning and wellbeing agenda, to ensure they are maximising learning outcomes for students.

Collaboratively develop, implement and monitor strategies to maintain high levels of staff wellbeing.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school leadership team and staff members are committed to school improvement and to every student's success. There is a school-wide commitment to improving learning outcomes for all students in the school.

The school expects all students to learn successfully and has high expectations for student attendance, engagement and wellbeing. Students, parents and community members speak positively of staff commitment to student wellbeing and improving student learning.

The school has identified a range of priority areas and strategies as central to its improvement agenda. The school leadership team and staff identify attendance, reading comprehension and sentence structure in writing as central to the school's current improvement agenda. There is an expectation that the Gradual Release of Responsibility (GRR) model is used to engage students in daily literacy activities.

The school has developed and documented a reading policy which provides teachers with some clarity in relation to expectations for teaching in this priority area. The school has recently collaboratively developed a writing policy. The degree to which these policies are impacting on teacher practice is as yet inconsistent.

Staff members identify student wellbeing, behaviour, school connectedness, effective teaching, data collection and monitoring, curriculum development, learning walls, student folios and developing assessment literate learners as additional priority areas. This complex range of expectations is creating a broader focus for teachers and, in some classrooms, drawing attention away from the school's key improvement agenda.

The school has established a model of shared leadership to implement the improvement agenda. This includes formal leadership roles and distributed leadership through professional learning community teams and support teacher roles.

The operational roles of members of the school leadership team are documented in a role statement and are generally known by staff members. There is an opportunity to review the roles and responsibilities of school leaders to ensure they detail strategic priorities, aligned with the improvement agenda and enhance capacity building for instructional leadership.

The school has identified and resourced strategies and programs for improving levels of student attendance, behaviour and wellbeing. These programs are led by committed program leaders, including a wellbeing teacher and school connectedness officer. These roles are valued by students, staff members and parents.



School-wide targets for improvement and year level targets are documented. These influence school actions and are generally known by staff members.

There is a range of whole-school plans and processes developed which provide staff members with direction regarding school priorities, curriculum delivery and assessment processes. The school's curriculum is based on the AC and draws on the C2C units as a resource.

The school's model of curriculum delivery is resourced to provide specialist teaching of the humanities, Health and Physical Education (HPE), The Arts and the school's social emotional program. This provision increases opportunities for class teachers to focus on planning and teaching in English, mathematics, science, technology and the visual arts.

There is some evidence of alignment between the school improvement priorities and the school's professional learning model.

Improvement strategies

Strengthen the focus of the school's improvement agenda to enable classroom teachers the opportunity to consistently embed collaboratively agreed strategies and teaching practices in priority areas.

Develop a specific statement of roles, responsibilities and accountabilities for all school leaders that details key actions to support the school's improvement agenda through a focus on instructional leadership in the school's priority areas.



3.2 Analysis and discussion of data

Findings

Significant efforts are made to understand students' current achievement levels and to identify areas for individual student and school improvement through the collection and analysis of a range of data. Data is collected and analysed by the school leaders and teachers at the whole-school, cohort, class and individual student levels to identify trends and inform school and classroom programming and school priorities.

Student learning and assessment data is coordinated via a school-wide plan, managed electronically, and is used in year level planning to manage differentiated student cohorts.

The school has established a data room. Teachers meet with the school leadership team every five weeks, in their year level cohorts, to discuss their class data and adjust student levels on the school's data wall. Planning processes, which occur every three weeks, include data conversations. There is a focus in these meetings on how students are tracking with their level of achievement in relation to monitoring and assessment tasks.

Some teachers require further assistance in developing their data literacy skills to assist them to determine misunderstandings and learning difficulties, and to plan strategies to move students to the next level of learning.

School attendance levels are a significant concern despite considerable number of strategies being developed to address student absences. The year to date average attendance for the school is 90.4 per cent. 24.1 per cent of students are currently identified as attending less than 85 per cent.

The school's participation rates in the NAPLAN are declining over time with the participation rates in 2016 standing at 91.5 per cent for Year 3 and 86.4 per cent for Year 5.

There is an overall trend of improvement in Mean Scale Score (MSS) achievement from 2008 to 2016 in all areas except Year 5 writing. In 2016, the school's MSS performance is similar to that of other Similar Queensland State Schools (SQSS) in all test areas for both year levels.

The school shows a strong performance against its ICSEA percentile in comparison to the MSS percentile. The current Index of Community Socio-educational Advantage (ICSEA) percentile for the school is 7 per cent with the school's average MSS percentile averaging above 26.5 per cent.

In relation to the National Minimum Standard (NMS), the school's 2016 performance is below that of other Queensland State Schools (QSS) in all test areas, with the exception of Year 3 writing and grammar and punctuation which are similar.

The Upper Two Bands (U2B) performance of the school showed significant improvement in all literacy areas for the Year 3 cohort from 2015 to 2016 with approximately 26.5 per cent of students achieving this benchmark.



The school has established targets for A-E levels of achievement. There appears to be some misalignment between NAPLAN achievement, school-wide assessment data and A-E ratings for some students. Triangulation of these data sets to determine consistency of judgement in student performance is a process yet to be undertaken.

General parent and staff satisfaction with the school, as measured through the SOS 2015, is below that of the like school group. General student satisfaction is equal to that of like schools.

Improvement strategies

Engage all teaching staff in ongoing Professional Development (PD) to ensure that data literacy skills enable deeper understandings of data to better inform differentiated teaching practices.

Investigate the relationship between LOA (A-E), NAPLAN data and other data collected by the school, with regard to quality assuring reporting of student achievement to parents and students.



3.3 A culture that promotes learning

Findings

The tone of the school reflects a school-wide commitment to purposeful, successful learning and student wellbeing.

The school community is ranked in the seventh percentile of the ICSEA. Students present at the school with a range of complex needs, including English as an Additional Language or Dialect (EAL/D) and a variety of social, emotional, behavioural, learning and health needs.

Staff members demonstrate an understanding of the backgrounds students come from and recognise the importance of positive and caring relationships to successful learning. Staff members work hard to maintain a classroom environment that is learning focused and inclusive of all students.

Diversity is welcomed and respected in the school community. This is reflected in school displays and events such as cultural performances, yarnning circles and National Aborigines and Islanders Day Observance Committee (NAIDOC) week. The school appreciates and values students' varying cultural backgrounds and works to embed Indigenous perspectives into the curriculum. Staff members express an interest in further engagement with Indigenous parents and Elders to continue to build cross-cultural understandings and competence.

The school leadership team and staff work proactively to establish a strong culture of belonging, school pride and connectedness through a range of strategies including the school mascot, whole-school community events and school pride days.

The school places a high priority on student wellbeing as demonstrated in the care shown by staff members, the range of supportive school programs including KidsMatter initiatives, lunchtime clubs, breakfast club, chaplaincy program, and partnering with community organisations to provide additional support for students and their families.

The school has a Responsible Behaviour Plan for Students (RBPS). Students and staff members demonstrate a clear understanding of protocols and procedures for managing student behaviour and promoting positive relationships. Students are able to articulate the school's behavioural expectations – *'safe, respect and responsible'*.

Positive Behaviour for Learning (PB4L) is the framework used to support appropriate behaviour across the school. The PB4L team meets regularly to reflect on data to inform school programs. Expected behaviours are reinforced through the teaching of weekly explicit lessons and the school's social emotional program.

Positive behaviour is promoted and celebrated through a broad range of strategies across the school, including Gotchas, Gold awards and Weir Wonders. Students engage with these strategies and respond positively.



Staff members report that whilst classes are generally orderly and relationships are generally respectful, considerable energy, effort and time is put into managing student behaviour. A number of students are supported through specific behaviour and wellbeing programs, and individual behaviour support plans are developed for some students.

A culture of student leadership is established. Student leaders speak with pride regarding their roles and contributions to the school. Students are given the opportunity to develop leadership skills through the Deadly Dukes adventure program and school camps.

Student attendance is recognised as an ongoing challenge in the school. High expectations for attendance are supported through the school's resourcing of a school connectedness officer. Attendance data is reviewed regularly with procedures developed to respond to student absences and to reward students who reach attendance targets. A range of strategies including yarning circles are undertaken to promote collective responsibility for student attendance. Leadership team members identify the need for further work with a number of students and their families to improve attendance.

The school values parents as partners in their child's learning. The school communicates with parents through the school newsletter and Facebook page, and offers parents the opportunity to attend two formal parent teacher interviews per year. Staff members report that parent engagement is limited. The school is working to encourage greater parental involvement in classrooms and learning.

Staff members speak positively of collegial support and efforts made by fellow staff members to ensure staff wellbeing. A peer support team works to support staff wellbeing. A number of staff members express concerns regarding the ongoing wellbeing of staff. This is reflected in staff SOS responses concerning work-life balance and morale.

Staff members demonstrate a strong sense of ownership and pride in the school. A number of staff indicate they would value more opportunities to be involved in collaborative decision-making on issues which have an impact on their work, student wellbeing and learning.

Considerable effort is made to create an attractive and stimulating physical environment that supports and encourages learning. Work is undertaken to enhance the physical resources and appearance of the school as observed in the landscaping and murals throughout the school.

Improvement strategies

Build capacity of staff members to further support the implementation of the school's RBPS to ensure PB4L strategies are consistently applied across the school.

Continue to engage with the community in the development of strategies for improving parent engagement and student attendance.

Collaboratively develop, implement and monitor strategies to maintain high levels of staff wellbeing.



3.4 Targeted use of school resources

Findings

School leaders give a high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the alignment of available resources to school-wide programs and strategies which are designed to address the needs of students.

The leadership team makes strategic and operational decisions relating to curriculum, teaching and learning in consultation with key staff to ensure that appropriate allocations are provided to key cost centres, human resources are distributed to support learning and physical resources are maintained appropriately.

The 2016 Investing for Success (I4S) funding is \$403 957. This agreement directs resources to school priorities including improving teacher capability through coaching, establishing professional learning communities for curriculum planning and data discussions, and embedding high-yield teaching strategies to improve student outcomes in literacy and numeracy. This agreement invests in human resource allocations to address teaching and learning priorities, and improve student attendance and wellbeing.

The school budget process is overseen by the principal and the Business Services Manager (BSM). The current balance of the school account is \$657 513. Monitoring of key cost centre expenditure relating to teaching and learning, and facilities management, is ensuring that the full range of planned initiatives are being actioned in a timely manner.

An enhanced leadership team is established to support the work of the principal and the two deputy principals. A master teacher, Head of Curriculum (HOC) and an additional deputy principal position have been established. These staff members act as instructional leaders working alongside teachers to implement the school's priority areas.

Significant resources are invested in developing the school's Information and Communication Technology (ICT) resource base. The school has Wi-Fi capability, banks of iPads, interactive whiteboards, laptops and desktop computers for use by staff members and students. The school has established a computer lab in the school library for use by all classes. Addressing ICT resourcing and infrastructure needs is viewed as an ongoing priority for the school.

The school uses staffing allocations of specialist teachers to provide hour blocks of non-contact time to classroom teachers. Specialist teachers include a HPE teacher who provides sport and health programs to all classes. An arts teacher delivers music, dance and drama experiences to all students. A team of part-time teachers has been established to deliver the humanities curriculum in all classrooms.



In 2016, the school is investing significant funds into locally funded positions. Key elements of these purchases include the employment of a wellbeing team, additional teacher aide time and additional members of the leadership team. The school is yet to conduct a review of the effectiveness of these targeted human resource allocations on student attendance, wellbeing and learning outcomes.

A dedicated student support team supports the learning, and social and emotional development of identified students. This team works alongside teachers to identify and respond to student needs and consists of the Head of Special Education Services (HOSES), Special Education Program (SEP) staff and the Support Teacher Literacy and Numeracy (STLaN).

The school employs teacher aides to support the learning of all students. These teacher aides are viewed as valuable members of the teaching team at the school.

The physical resources at the school are well maintained. The school grounds are neat and well presented. The ancillary staff members take pride in presenting the school positively for staff, students and the school community.

Teachers present their classrooms as inviting places in which to learn, with artefacts displayed to assist student learning and many displays of student work.

The school has an active Parents and Citizens' Association (P&C) which provides valuable funds through fundraising activities each year for the completion of collaboratively developed projects. A current project being co-funded by the P&C is a significant extension to the school's multi-purpose hall. The P&C conducts the Outside School Hours Care (OHSC) and vacation programs at the school which provide a reliable income stream for the P&C.

Improvement strategies

Collaboratively review the effectiveness of targeted human resource allocations, aligned to the school's learning and wellbeing agenda, to ensure they are maximising learning outcomes for students.



3.5 An expert teaching team

Findings

The principal sees the development of staff members into an expert teaching team as central to improving outcomes for students. There is a strong focus on collaboration and teamwork across the school with a high level of commitment from staff to improving the learning and wellbeing outcomes of students.

A documented, whole-school professional learning plan and associated budget is established to support school priorities. Priorities for teacher learning in 2016 include engagement with evidence-based frameworks such as the Marzano's ASoT¹, KidsMatter, PB4L and Hattie's² visible learning. The school's plan for professional learning is yet to establish a week-by-week timetable to inform staff members of learning opportunities available.

Many planned opportunities are offered for staff members to be involved in professional learning. Year level teaching teams meet regularly to cooperatively plan curriculum and interrogate data. Staff meetings offer opportunities for professional learning aligned to the school's improvement priorities. Classroom teachers are provided with regular opportunities for observation and feedback from members of the leadership team.

A regular program for teachers to engage in coaching and mentoring opportunities, where modelling of high-yield classroom practices relating to personal learning or areas of school priority, is yet to be established.

The school has high expectations for teachers to be committed to the improvement of their professional practice. All teachers have current Performance Development Plans (PDP) which link to elements of the school's improvement agenda or areas for personal development.

Teachers are encouraged to reflect on their professional practice through the use of a personal reflection journal.

The school is undertaking to improve teaching practices by engaging teachers with Hattie's visible learning framework. Teachers have completed surveys to gauge the effectiveness of teaching and learning, school leadership, use of data, effectiveness of feedback, PD and curriculum planning. Survey reports indicate that the school is making gains in key areas which will improve teacher professional practice.

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

² Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.



The master teacher is tasked with supporting identified teams of teachers in developing their abilities with the teaching of writing. The master teacher works as a curriculum mentor, modelling teaching practices, and providing professional support to these teachers.

The HOC has recently been appointed and supports teachers in developing their understanding of the AC, GTMJ and effectively planning locally-based curriculum units.

The school's leadership team act as instructional leaders in the school and are assisting teachers to grow their skills in identified focus areas. Members of this team are at different stages in their leadership journey and have the support of the principal in developing their leadership skills. Ongoing support for further development of their skills to lead teaching and learning in their designated areas is planned as part of their individual learning journey.

Improvement strategies

Review the school's professional learning plan to feature a timetable of professional learning opportunities for staff.

Develop regular opportunities for all teachers to view high-yield teaching practices and engage in coaching and mentoring opportunities.

Provide further opportunities for members of the leadership team to develop their capacity and abilities as instructional leaders in the school.



3.6 Systematic curriculum delivery

Findings

The school leadership team express a strong commitment to implement a whole-school curriculum, assessment and reporting plan aligned to the AC.

The development of the school's curriculum is overseen by the curriculum leadership team. This group consists of the HOC, teacher representatives, master teacher, STLaN, principal and three deputy principals.

Three weekly planning meetings are held where year level coordinators work with teachers in their year level, a member of the leadership team and HOC, to plan curriculum units aligned to the AC. This gift of time to collaboratively plan curriculum is valued across the school. There is a strong horizontal alignment of curriculum across the school.

The school's curriculum plans draw on the content descriptions of the AC, C2C resource assessment tasks and GTMJ. The school utilises a unit planning template to guide teachers in the collaborative development of locally relevant units. This process is designed to support the capacity building of teachers and ensure a consistent and coherent approach to curriculum planning and delivery. This newly adopted process is an emerging practice across the school.

The school is yet to fully consider the cross-curricular priorities and general capabilities in curriculum planning processes.

Units of work are stored on OneSchool and EdStudio. Time allocations for particular learning areas are specific and mandated.

Moderation of student work is undertaken within the school in year level cohorts. Some interschool moderation is undertaken with neighbouring schools. Quality assurance processes relating to LOA require further consideration to ensure consistency of teacher judgement across all learning areas.

A bookwork policy is established to set expectations for the presentation of work. Posters promoting this are displayed in most classrooms. The implementation and monitoring of this policy varies across the school.

A small group of teachers are appointed as humanities teachers with the responsibility to plan and implement curriculum units in history and geography. Inquiry questions form the focus of the units. Class teachers and humanities teachers acknowledge that there is as yet little communication concerning the content, implementation and assessment of the humanities program.

A specialist teacher implements a program incorporating dance, drama and music across the school. The school's arts program, including instrumental music, is recognised as being of a high standard through successful participation in eisteddfods and Wakakirri. Parents recognise this as a strength of the school.



The designated language is Japanese. This is not currently offered as the appointed teacher has commenced a period of extended leave and has not been replaced due to staffing challenges.

Improvement strategies

Embed the collaborative curriculum planning process to support the development of a locally informed relevant curriculum aligned to the AC.

Provide opportunities for teachers to include cross-curricular priorities and general capabilities in curriculum planning.

Expand the use of formal moderation processes within the school to build consistency and confidence in teacher judgement across all learning areas.



3.7 Differentiated teaching and learning

Findings

The school leadership team and teachers use a wide range of data sources to identify and respond to the learning needs of individual students.

The school is working towards developing a data culture as a foundation for school-wide differentiation. A range of student achievement data is collected in literacy and numeracy and teachers are using this data to modify practice and programming to address the day-to-day learning needs of individual students.

A differentiation planner is developed to assist with planning of differentiated learning experiences for individual students. There is an expectation that teachers will regularly update this planner following five weekly data cycle conversations. Teachers report varying levels of use of this planner to assist with their planning for differentiated learning in literacy and numeracy.

Support teachers and teacher aides are allocated to classrooms to support differentiated teaching practice. Support teachers co-plan and co-teach with teachers in the classrooms in which they work. The school leadership team has a strong focus for this support in the early years.

Students identified in need of more focused support are managed via a school-wide process of student referrals and a moderated determination of the appropriate intervention strategies and responses exists. The HOSES and other classroom teachers meet to manage this process and track intervention support and progress. Individual curriculum plans are developed for Students with Disability (SWD) and are recorded on OneSchool.

A similar approach is utilised to support student wellbeing, with resources applied in this area to assist in addressing welfare, attendance, behaviour and the social skills needs of identified students. This process is coordinated by the wellbeing teacher, school connectedness officer, behaviour management teacher and the school chaplain.

SWD have their learning, and social and emotional needs catered for in regular classrooms where they learn alongside their same age peers. There is some withdrawal programs offered to identified SWD.

Access to an extensive network of community support agencies to assist students and parents is an area in which the school excels. The school's connectedness officer supports families new to the school and links them to appropriate support groups if required.



All classrooms have developed learning walls for English, mathematics and science. These feature success criteria, curriculum exemplars and student work samples to assist students with knowing their LOA in these learning areas. Some teachers and students discuss individual learning goals to improve outcomes in the curriculum areas associated with these learning walls. Teachers are at different stages with their implementation of this learning strategy.

There are processes developed to inform parents of their child's learning progress and parent teacher interviews are conducted towards the end of Term 1 and Term 3. Formal reporting occurs in Term 2 and Term 4. In the 2015 SOS, 28.1 per cent of parents express dissatisfaction with the level of school information provided on their child regarding academic feedback.

Improvement Strategies

Further support classroom teachers in planning and delivery of differentiated learning experiences for the range of student abilities and for students requiring significant adjustments to their learning.

Implement a consistent school-wide process for the development of student learning goals, through the use of learning walls which are regularly monitored and reviewed.

Review the allocation of resourcing for students with additional learning needs to ensure tailored and sustained interventions are developed to maximise learning outcomes across the school.



3.8 Effective pedagogical practices

Findings

The school leadership team recognise that highly effective teaching is the key to improving student learning throughout the school. They provide strong leadership by encouraging the use of research-based, high-yield practices in all classrooms.

School leaders recognise the importance of teachers working together in collegial teams to build a stronger professional learning culture across the school. Many opportunities are offered throughout the term for teachers to work together with school leaders on developing common understandings and consistent approaches to curriculum development, and teaching and learning practices. This has assisted with the de-privatisation of practice in classrooms and supported a move to more collaborative professional learning.

The school has recently embarked on the implementation of the Marzano, ASoT as a pedagogical framework. This denotes a change in focus away from the existing pedagogical framework based on the Dimensions of Teaching and Learning (DoTL).

The school's PD plan for 2016 has strong alignment to the pedagogical framework which is enabling teachers to have a stronger understanding of the theoretical underpinnings of this framework and how it can enhance teaching and learning in classrooms.

The current focus for implementation is on developing an understanding of elements relating to Design Question 2. This is designed to support teachers to move away from traditional teaching methods to help students to be more responsible for their learning. Teachers are working towards using these practices in their classrooms. It is recognised that time needs to be given to developing a common understanding to enable consistent implementation of this new approach to pedagogy in the school.

Teachers are using the GRR framework as a model for teaching and learning. Teachers confidently talk to how they are using modelled, guided, shared and independent strategies to deliver literacy and numeracy learning experiences. This is particularly true for work with new learning concepts.

The use of We are learning to (WALT), What I'm looking for (WILF), and This is because (TIB) is commonplace with artefacts relating to these in most classrooms.

The school leadership team conduct classroom walkthroughs on a regular basis. Some informal feedback is provided to teachers from these visits to their classrooms.

Formal lesson observation and feedback cycles are conducted for all classrooms teachers on a regular basis. These classroom visits by school leaders relate to the priority areas of focus for the school, and to teachers' personal learning goals featured in their PD plans.



The provision of detailed and timely feedback to students is a focus area for the school this year. All classrooms have established learning walls which detail success criteria for learning in English, mathematics and science. Some teachers are using these as a vehicle for providing feedback to students on their learning. It is apparent that further time needs to be given for this strategy to be fully embedded across the school.

Teachers are engaging with the use of digital devices to enhance the learning of students. Feedback from staff indicates there is an identified need to develop their digital literacy skills so they can become confident users of digital devices and software in their teaching programs to enhance the learning of students.

All teachers new to the school are provided with a comprehensive induction program. Beginning teachers are further supported by being paired with a peer mentor and provided with regular feedback on their classroom performance. Teachers report they valued the induction programs offered by the school.

Improvement strategies

Embed the school's pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

Develop agreed pedagogies which guide the effective use of digital technologies in classrooms to enhance and transform learning.

Develop and enact school-wide expectations regarding feedback processes for students which make clear what actions they can take to further their learning progress.



3.9 School-community partnerships

Findings

The school has established a range of partnerships with families, local businesses and community organisations. Some partnerships have direct impact on the learning of students. Support is provided to assist some students and their families to feel a sense of belonging to school through the provision of stationery packs, lunch, shoes and school uniforms.

The school works to connect families with an extensive range of community organisations to support the learning and wellbeing needs of students. These include the Salvation Army, Police Citizens Youth Club (PCYC), Good Beginnings, Me Too, Shine and the Presbyterian Church.

Good Beginnings organise a playgroup which meets at the school once a week. Play-based activities are designed to prepare the students for Kindy.

A Crèche and Kindergarten (C&K) is located within the school grounds. Professional dialogue between the C&K and the school is developing. The 88 students enrolled at the C&K are welcome participants in a range of school activities including book week activities, sports day and school fete. The school supports the C&K through the provision of resources to support their annual fundraising event, an Art Show. The C&K students visit the school weekly for reading activities in the school's library. Year 5 students act as reading buddies. During Term 4, a range of activities are organised by the school to promote a smooth transition into the Prep year.

The school's P&C manage the provision of OHSC. This service is provided from a purpose built facility. The students are well catered for with a range of activities. Communication between the school and OHSC is regular and ongoing. The OHSC coordinator expresses a desire for communication with the school relating to behaviour management. The school has benefited from a donation of \$110 000 from the P&C which has been used to provide an amenities and a cooling system in the school hall.

The P&C collaboratively fund projects for completion in consultation with the school principal for the enhancing school facilities and curriculum programs. Members of the executive report that they are kept advised of school priorities, planned activities, emerging challenges along with school data, the school's financial position and matters relating to facilities.

Students transition to a range of secondary schools across Townsville. Some 95 per cent of students transition to either Kirwan or Thuringowa State High Schools. The school has well established processes to facilitate the transition arrangements of students. Students with a verified disability or those living in care have a differentiated transition program designed to meet their individual needs.



The school is working hard to position itself as a community hub. Strong links are established with a broad range of community organisations and the school holds a significant number of events throughout the year to engage with the community. These include NAIDOC, school pride days, school fete, breakfast club, sporting and cultural celebrations.

Improvement strategies

Further develop relationships and professional networks with early childhood providers and the local high school's to ensure smooth transitions into the Prep year and senior secondary phase.

Collaboratively develop and record the sequence of activities and events with all community organisations engaged with the school.