School Improvement Unit
Report

Mooloolah State School
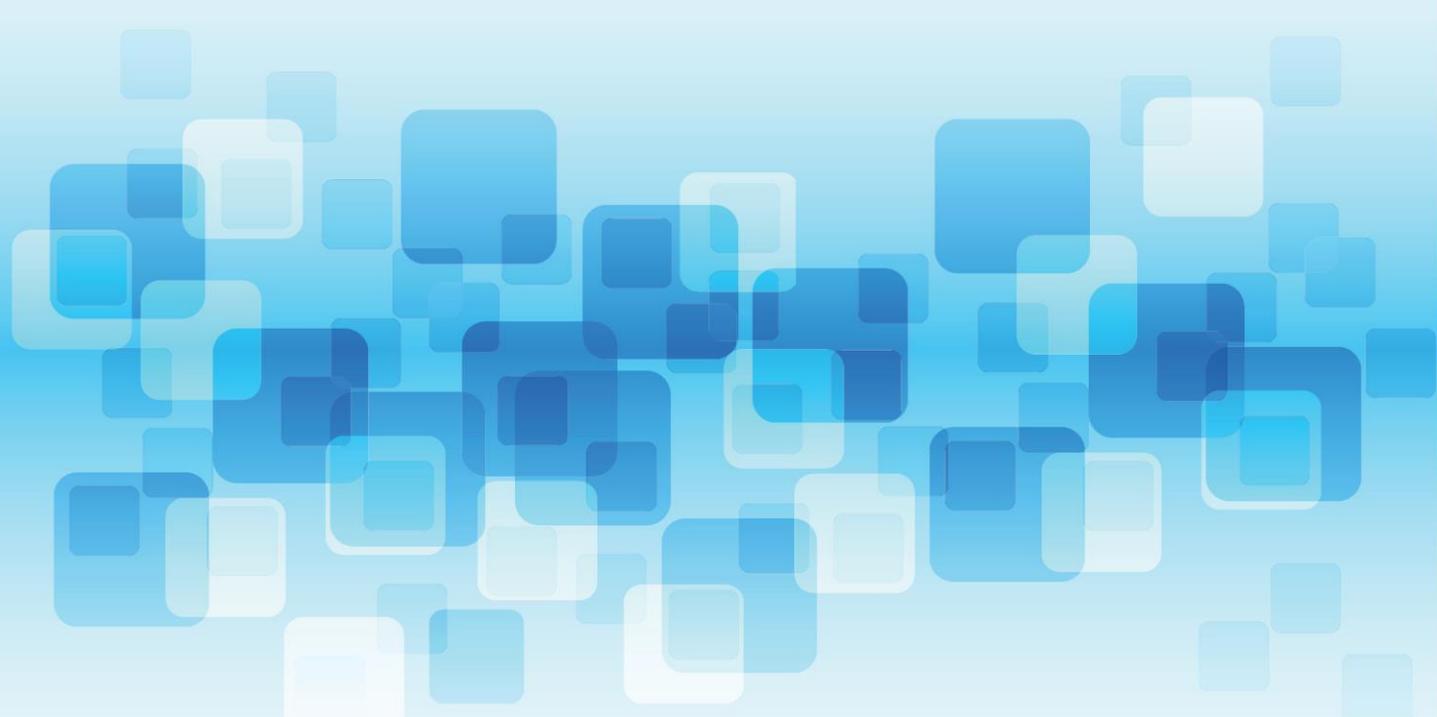
Contents

1. Introduction

1.1 Background

This report is a product of a review carried out at Mooloolah State School from 16 to 18 August 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	King Road, Mooloolah
Education region:	North Coast Region
The school opened in:	1985
Year levels:	Prep to Year 6
Current school enrolment:	172
Indigenous enrolments:	5 per cent
Students with disability enrolments:	11.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	997
Year principal appointed:	May 2015 (Acting)
Number of teachers:	9.07 (full-time equivalent)
Nearby schools:	Landsborough State School, Eudlo State School, Glenview State School
Significant community partnerships:	Independent Grocers Australia (IGA) Mooloolah, Mooloolah Valley Community Association
Significant school programs:	Chess Club, Writers' Club, Digital/Tech Club, School Choir, School Band, Spanish Dancing, Mathematics Extension Years 4 & 5

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

  - Principal

  - Cluster Head of Special Education Services (HOSES)

  - Master teacher

  - 15 teachers

  - Four teacher aides

  - Two cleaners

  - Facilities officer

  - Three administration officers

  - 14 parents

  - 30 students

  - Four community representatives

1.4 Review team

Alan Whitfield	Internal reviewer, SIU (review chair)
Julianne Emmert	Peer reviewer
Matthew Glen	External reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.

2. Executive summary

2.1 Key findings

- The school leadership team has placed a priority on creating and maintaining a collegial culture of mutual trust and support amongst staff members, students and parents.

  Staff members demonstrate an understanding of the importance of positive and caring relationships to build successful learning. The school views parents and families as integral members of the school community and partners in student learning.

- School leaders are committed to the implementation of school practices that improve on the current levels of student performance.

  Staff members and parents point to strong relational leadership, collaborative processes and an emerging use of data-based decision making as key drivers in the improvement agenda. Staff members articulate a sense of engagement with the improvement agenda, acknowledge recent progress and understand that further development is required in key areas.

- The school is in the early stages of developing processes regarding how data can be displayed or communicated to staff members, parents and students.

  School leaders are committed to the school-wide collection of student academic data.

  A school-wide assessment and data collection policy has been developed which provides an overview of school-based assessment tasks from Prep to Year 6. The school is yet to establish a data collection process that will monitor and inform the improvement strategies.

- Efforts have been made to consider alignment of the planned and enacted curriculum.

  There is not yet a clear quality assurance process for ensuring that vertical alignment of the curriculum from Prep to Year 6 is occurring. School leaders have recently formed sector teams in Prep to Year 2 and Year 3 to Year 6 to build improved curriculum alignment.

- There are, as yet, minimal internal and external processes such as moderation for quality assuring assessment practices and ensuring the rigor of Guides to Making Judgement (GTMJ).

  Staff members report that they have previously participated in cluster-based moderation activities and would value re-starting these to build confidence in making balanced assessment judgements.

- The pedagogical framework identifies some evidence-based teaching strategies which the leadership team uses in conversations with selected teachers.

  School leaders express a desire to see effective teaching occurring throughout the school. A consistent school-wide approach to agreed pedagogical practices across curriculum areas is not yet apparent.

- A formal observation, coaching or feedback model is not yet in operation in the school.

  The structure and training required for the introduction of an effective collegial coaching and modelling of good pedagogical practices is not yet clear. The leadership team recognises that building a collaborative and collegial coaching approach across the school is an important priority.

- A strong sense of community is apparent in the behaviours and comments of students, parents, staff members and community members.

  Parents and families are recognised as integral members of the school community and as partners in student learning. Parents comment positively on the efforts of staff members to ensure that all students experience success at school.

2.2 Key improvement strategies

- Narrow and sharpen the improvement agenda ensuring that staff members are supported with quality Professional Development (PD), modelling and resourcing in managing the implementation of all aspects of the improvement agenda.

- Establish a quality assurance process in which school leaders regularly monitor student achievement data in structured conversations with classroom teachers.

- Conduct a review of the whole-school curriculum plan to ensure clear and consistent approaches to planning, implementation and quality assurance of the enacted curriculum.

- Investigate ways to strengthen teacher capacity in curriculum moderation processes through formation of cross-sector teams and re-establishing external moderation opportunities with other schools.

- Review the school's pedagogical framework to ensure that teachers are consulted in developing collaborative and consistent approaches that drive effective teaching and learning in all classrooms.

- Establish a professional, collegial coaching model where the principal and the master teacher work alongside teachers to develop high quality teaching according to agreed, school-wide approaches to pedagogy.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

School leaders are committed to the implementation of school practices that improve on the current levels of student performance. Staff members and parents point to strong relational leadership, collaborative processes and an emerging use of data-based decision making as key drivers in the improvement agenda. Staff members articulate a sense of engagement with the improvement agenda, acknowledge recent progress and understand that further development is required in key areas.

School leaders have developed and are implementing a detailed improvement agenda and can describe the improvements they wish to see. The explicit improvement agenda is focused on three key priorities: effective teaching of writing, effective teaching of numeracy and the pedagogical framework, The Art and Science of Teaching (ASoT). School leaders accept responsibility for driving the improvement agenda.

There is general awareness amongst staff members of explicit improvement measures.

School leaders are striving to understand student performance and achievement levels and the trends in student achievement over time. A school-wide strategy to link achievement trends to classroom practice is apparent in the behaviour of school leaders and most teachers. Analysis of the National Assessment Program — Literacy and Numeracy (NAPLAN) data is informing classroom planning and intervention practices and influences decision-making processes, particularly the deployment of additional personnel to key priority improvement areas.

It is a widely held belief by school leaders that quality teaching is central to further improvement in student achievement. Teachers articulate a commitment to improving the quality of teaching and learning and recognise the need for a consistent whole-school approach. Plans for improving teaching quality through a deeper understanding of the ASoT framework are developing and consistent whole-school teaching practices are emerging.

Progress towards the achievement of the key school priorities is monitored for improvement and regularly evaluated for effectiveness by school leaders through regular reviews of the Annual Implementation Plan (AIP) and the sharing of school and systemic data.

Explicit improvement targets detailing achievement levels in key learning areas and the priority improvement areas are yet to be collaboratively developed with the teaching team members. These targets are not yet outlined in the whole-school assessment and data collection plan. This process has been discussed and planned and is yet to be implemented.

There is significant investment in staffing and allocation of instruction time to improve student achievement levels in writing and numeracy. A master teacher is appointed to support the teaching of writing and numeracy and to support extension programs.

Supporting data

Strategic Plan 2013 -2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, whole-school assessment and data collection plan, pedagogical framework, curriculum plan, budget overview, school website, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Narrow and sharpen the improvement agenda and ensure that staff members are supported with quality PD, modelling and resourcing in managing the implementation of all aspects of the improvement agenda.

Develop a collaborative process to establish and monitor school achievement targets in key learning areas, particularly in the improvement areas of numeracy and writing.

3.2 Analysis and discussion of data

Findings

A plan has been developed and implemented for the systematic collection of a range of student outcome data including assessment data and quality classroom assessments. The school is collecting a range of student achievement data including diagnostic and curriculum assessments. These include PM Benchmarks, PROBE, Words Their Way Inventory, Pat-R, Pat-M, North Coast Region diagnostic assessments and Early Start.

It is apparent that teachers are utilising reading data as a starting point for learning in structuring reading groups. PM Benchmark and PROBE data is used to identify students who may need additional teacher aide or specialist teacher support.

Whole-school staff meetings are used to display, discuss and analyse student achievement in NAPLAN and diagnostic assessment. The interpretation and use of data to inform changes in teaching practices is emerging as an area for further development. School leaders acknowledge that teacher data literacy development is an area for continued refinement.

It is an expectation of school leaders that the OneSchool dashboard is used as a means of identifying the learning needs of students. Teachers are in the emerging stage of using this information to develop differentiated learning experiences and teaching strategies to meet the identified learning needs.

Processes are established for the collection and analysis of school-wide data. The school is in the early stages of developing processes regarding how data can be analysed, displayed and communicated to the staff members, parents and students.

School leaders have access to a broad range of student achievement and wellbeing data. Some attention is directed toward behaviour and attendance data. This data is yet to be broadly communicated to the whole-school community.

The school leadership team is committed to the school-wide collection of student academic data. A school-wide assessment and data collection policy is developed and provides an overview of school-based assessment tasks from Prep to Year 6. Within the reading program the school is using multiple data sets to monitor school-wide achievement. A data collection process that will monitor and inform the improvement strategies in writing and numeracy is yet to be established.

Discussion of whole-school data informs the core priorities of the AIP. School leaders set time aside for staff members' discussions of achievement data. School leaders note that formalised individual data conversations with classroom teachers have recently commenced and are scheduled for week three of each term. There is an intention that these conversations will occur as a regular quality assurance mechanism that links data to teacher pedagogy and teaching quality.

Analysis of NAPLAN data shows that the percentage of Year 3 students achieving in the Upper Two Bands (U2B) is similar to Similar Queensland State Schools (SQSS) in the areas of reading, spelling, grammar and punctuation. The percentage of Year 5 students achieving in the U2B is similar to SQSS in the areas of reading, writing, spelling and grammar and punctuation and below SQSS in numeracy.

Students in Year 5 achieved above National Minimum Standard (NMS) in all NAPLAN areas except for reading, compared to Queensland State Schools (QSS). Students in Year 3 achieved above NMS in reading, writing and numeracy compared to QSS. In NMS for spelling Year 3 achieved equal to QSS and below in grammar and punctuation. Student Mean Scale Scores (MSS) performance in Year 3 was above SQSS in numeracy and similar in writing. Year 5 MSS performance was similar to SQSS in numeracy and writing.

Student relative gain 2013–2015 Year 3-5 was similar to SQSS in reading, writing, spelling, numeracy and above SQSS in grammar and punctuation. The percentage of matched students attending the school for the 2013 Year 3 and 2015 Year 5 NAPLAN assessment was 52.9 per cent.

Supporting data

Strategic Plan 2013 -2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, whole-school assessment and data collection plan, pedagogical framework, curriculum plan, budget overview, school website, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Establish a quality assurance process in which school leaders regularly monitor student achievement data in structured conversations with classroom teachers.

Develop teacher capability to effectively analyse data to inform teaching practices and make regular adjustments to daily teaching programs.

3.3 A culture that promotes learning

Findings

The school leadership team places a priority on creating and maintaining a collegial culture of mutual trust and support amongst staff members, students and parents. School staff members demonstrate an understanding of the importance of positive and caring relationships to build successful learning. The school views parents and families as integral members of the school community and partners in student learning.

Staff members are committed to providing a caring and nurturing educational environment. A range of measures including wellbeing development programs and a skilled support team are established to support and encourage students to engage in learning. Staff member morale is positive and staff members report high levels of collegiality and professional support amongst staff members and school leaders.

The school grounds and buildings are well maintained and classrooms are generally orderly and attractive learning environments. The school has a Responsible Behaviour Plan for Students (RBPS) which provides teachers and students with a framework for maintaining a safe and supportive school environment. The leadership team and teachers have put considerable effort into improving consistent application of the RBPS across the school. Student behaviour data is entered on One School. There is limited evidence regarding how this data is analysed to improve the management and safety of students in the school. The school motto of *Pride in Achievement* reinforces a belief that learning is valued and celebrated. Use of Be Safe, Be Respectful, Be Responsible and Be an Active Learner is a key element of the school's supportive environment and artefacts are displayed around the school and in classrooms as reminders for students. Teachers recognise active learners and positive behaviours through gold awards presented on assemblies. Respectful and caring relationships are reflected by the manner in which teachers, students and parents interact and in the language they use to communicate with each other. The school identifies the ASoT as a professional strategy to assist teachers in engaging students in meaningful learning. The leadership team is focused on building consistency in implementing school rules and classroom procedures and routines. School leaders acknowledge that more work is required to ensure that high expectations regularly guide all classroom learning. The use of learning goals by students and provision of quality feedback on progress is another aspect of ASoT which is acknowledged as requiring further attention.

The school offers a range of artistic, co-curricular and social activities which include an active Spanish dancing troupe, instrumental music, homework club, a chaplaincy service and a range of lunch-time clubs.

Student daily attendance is monitored. Expectations regarding student attendance, performance and behaviour are developed and communicated to the students, staff members and community through school newsletters and digital media. There is a belief that improved attendance will be influential on improved whole-school achievement.

Student attendance consistently achieved 93.4 per cent which is similar to all Queensland state schools. Indigenous students have a high attendance rate of 92.3 per cent. The school follows a strict protocol for reporting and following up on absent students. This incorporates morning roll checks by teachers and daily phone calls to parents for absentee students.

The school has clearly articulated strategies for improving student achievement built on a foundation of maximising learning opportunities through the four core values of Be Safe, Be Respectful, Be Responsible and Be an Active Learner. Visual artefacts for the core values are displayed at strategic locations around the school.

The School Data Profile data indicates that student disciplinary absences in 2015 included 10 short-term and one long-term suspension. The short term suspension rate is in a downward trend and below the State rate. School Opinion Survey (SOS) data in 2015 regarding the school is generally positive with 99.8 per cent of staff members and 93 per cent of students indicating a positive overall rating for all survey items. The overall rating for all survey items by parents in the 2015 SOS is 85.8 per cent, which is below the Like schools' group and State results. The lowest survey result from parents at 75 per cent and from students at 79 per cent is in response to the item 'student behaviour is well managed'. There is a sound expectation that this rating will improve for 2016.

Supporting data

Strategic Plan 2013 -2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, whole-school assessment and data collection plan, pedagogical framework, curriculum plan, school website, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Develop a school-wide strategy in which students are encouraged by teachers to set meaningful and realistic learning goals that are monitored and supported by constructive feedback.

Analyse student behaviour data from OneSchool and regularly review with staff members the school-wide responses to ensure alignment with the core values of the school.

3.4 Targeted use of school resources

Findings

The school's human and financial resources are aligned with the curriculum priorities. The utilisation of these resources supports the improvement of learning outcomes for students.

Teachers are provided with release time to work with regional Principal Education Advisor, Australian Curriculum (PEAAC) to enhance student achievement in numeracy. Teachers value the time provided to engage in these sessions with colleagues and members of the regional team.

The school has processes to identify and respond to students needs through the allocation of staff members and resources. These needs are considered by a team of staff members including visiting specialists at regular meetings of the student support team. Current priorities are to support the verification processes for Students with Disability (SWD) and assist teachers to develop effective learning experiences for students requiring additional support to access learning. Parents speak highly of the efforts of teaching staff members to support students with additional needs.

The 2016 Investing for Schools (I4S) allocation totals $55 184 and is being used to support the implementation of school improvement priorities through the employment of a master teacher to develop teaching capability in the teaching of numeracy and writing. Informal reviews are conducted to measure the extent of progress in the improvement agenda.

An active Parents & Citizens' Association (P&C) provides support for areas of need in the school. The association engages with the school community to provide additional financial support for the school and annually negotiates with school leaders to fund school and collaboratively identified projects.

The school's facilities are appropriately maintained and reflect positively on the school in an environmentally sensitive community.

Classrooms are inviting places in which students learn. Most classes learn in double teaching spaces. The school's facilities provide students with flexible learning environments for whole class, small group and individual work. Technology is prioritised in the school budget to support teaching and learning.

Teachers indicate that there is appropriate access to a range of curriculum resources required to effectively implement learning programs.

The principal leads a collaborative and transparent process to develop the annual school budget. The principal and administration officer-finance regularly monitor and review the implementation of the school's budget.

The balance of the school account is $137 815 at the time of review. This balance includes $35 500 in current provisions.

The professional learning program is closely aligned with the AIP strategy of building staff members' capacity in writing, numeracy and the pedagogical framework, ASoT. A budget of $22 000 and the targeted allocation of time for teachers to explore the practical application of the school improvement priorities supports whole-school professional learning. A documented annual plan of scheduled professional learning is yet to be developed.

Individual Curriculum Plans (ICP) have been developed for each student with a verified disability. The special education team supports the learning and social and emotional needs of this student group. The Special Education Program (SEP) features a combination of regular classroom and small group intervention with inclusion into regular classrooms as the longer term goal for most students.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, 2016, Investing for Success 2016, School Data Profile, Headline Indicators, pedagogical framework, budget overview, school website, school newsletters, OneSchool, staff, student, parent and leadership team interviews.

Improvement Strategies

Develop, document and implement a whole-school professional learning plan.

Systematically review project success, aligned to student achievement and school improvement priorities.

3.5 An expert teaching team

Findings

School leaders expect all teachers to be committed to continuous improvement of pedagogical practice and to focus on developing knowledge and skills to improve student learning outcomes. Opportunities are provided for teachers to take on leadership roles outside the classroom.

Teacher expertise is utilised across the school with teaching staff members working with students to provide extra-curricular activities and extension for identified students. This was demonstrated by extension mathematics opportunities and writing groups.

At the time of review a formal documented professional learning plan was not available. It is apparent that the school has directed resources towards developing staff members' professional knowledge and skills. The regional success project is assisting teachers to enhance capability in the areas of numeracy and literacy development. This project is a key feature of building teacher capability and refining whole-school and individual pedagogical knowledge and skills.

Teachers are participating in formal processes related to the performance development framework. School leaders articulate that Performance Development Plan (PDP) documents are utilised to support applications for teacher PD. Staff members indicate this process has been useful in identifying areas of individual development, particularly in the school priority areas of literacy, numeracy and high-yield pedagogical practices.

Teachers indicate a positive collegial culture exists within the school and this is a good starting point for enhancement of professional learning. Curriculum sector teams are created to provide opportunities for teachers to share effective practice and to build curriculum and assessment knowledge. There is an opportunity to utilise the positive collegial culture to include peer observation, feedback and differentiated coaching to sharpen teaching quality. A documented process for observing teacher practice and providing feedback is yet to be implemented.

The master teacher has established a voluntary professional learning team approach with interested teachers who meet in a weekly book study activity that encourages them to engage in reflections on classroom literacy practice. This model of collaborative professional learning is a valuable starting point for school leaders and teachers to engage in disciplined dialogue regarding curriculum and pedagogy. Other teaching staff members are actively engaged in online training, developing coding skills, and student interest clubs that build quality relationships and engagement in learning.

The master teacher supports early career teachers, providing assistance in planning and modelling effective teaching and assessment strategies. Teachers indicate that the strong collegial support available meets most requirements regarding teaching strategies, resources and planning assistance. A formal induction program for beginning teachers or teachers new to the school is yet to be developed and implemented.

The special education staff members provide regular support and advice for teachers regarding identification, intervention and in-class processes and strategies to assist learning. Teachers acknowledge that this is a valued service in the provision of support for students with specific learning needs.

Supporting data

Strategic Plan 2013 -2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, whole-school assessment and data collection plan, pedagogical framework, curriculum plan, budget overview, school website, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Document and implement a whole-school professional learning plan aligned with the explicit improvement agenda.

Develop and implement a staff members' induction program to support beginning teachers and teachers new to the school.

3.6 Systematic curriculum delivery

Findings

The school has a comprehensive curriculum plan that includes expectations and year level and term plans aligned to the Australian Curriculum (AC). School leaders utilise the curriculum plan as a tracking tool to ensure that the whole-school curriculum aligns with the requirements of the AC. All teachers are provided with a series of placemat documents in reading, numeracy and writing as guides to assist with planning and delivering the curriculum.

Teachers utilise the Curriculum into the Classroom (C2C) resources to guide the implementation of units of work in all areas of the planned curriculum. The school has drawn from regional documents including the Guide to School-based Assessment and Year Level Expectations. Teachers utilise an English unit overview to plan delivery of content and formative assessment tasks during planned learning experiences.

A whole-school approach to the teaching of reading is apparent including the use of PM Benchmarks and Sheena Cameron's[1] comprehension strategies. The English curriculum utilises a range of commercial programs including Jolly Phonics and Words Their Way. Efforts are directed towards designing a whole-school approach to the teaching of writing which is identified as an area of improvement.

Teachers utilise assessment data to group students for reading instruction. Teachers monitor, track and report on reading and spelling outcomes. Diagnostic assessment tools from the North Coast Region are utilised by teachers and this data is used to inform the teaching of number concepts.

The manner in which the curriculum planning process supports school-wide evaluation of units and the strategic monitoring of the enacted curriculum across all classrooms is not yet clear. There are as yet minimal internal and external processes such as moderation for quality assuring assessment practices and ensuring the rigor of Guides to Making Judgement (GTMJ). Staff members report that they have previously participated in cluster-based moderation activities and would value re-starting these to build confidence in making balanced assessment judgements.

Efforts have been made to consider alignment of the planned and enacted curriculum. There is not yet a clear, quality assurance process for ensuring that vertical alignment of the curriculum from Prep to Year 6 is occurring. School leaders have recently formed sector teams in Prep to Year 2 and Year 3 to Year 6 to support enhanced understanding of curriculum knowledge.

---

[1] Cameron, S. (2009). *Teaching reading comprehension strategies: A practical classroom guide.* Pearson.

School leaders and teaching staff members articulate the need to develop a deeper understanding of concepts for high performing students and the use of creative and Higher Order Thinking Skills (HOTS). The establishment of a school-wide approach towards enrichment activities for high performing students is in the developmental phase.

Supporting data

Strategic Plan 2013 -2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, whole-school assessment and data collection plan, pedagogical framework, curriculum plan, budget overview, school website, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Conduct a review of the whole-school curriculum plan to ensure clear and consistent approaches to the planning, implementation and quality assurance of the enacted curriculum.

Investigate ways to strengthen teacher capacity in curriculum moderation processes through formation of cross-sector teams and re-establishing external moderation opportunities with other schools.

Develop and implement a school-wide strategy for the implementation of HOTS emphasising critical and creative thinking and student extension programs for high performing students.

3.7 Differentiated teaching and learning

Findings

School leaders encourage teachers to tailor teaching to student needs and readiness. Effective practices are established to help support classroom teachers to identify and address the learning needs of individual students. Monitoring the progress of individual students and adjusting teaching in response to progress is emerging as a whole-school practice.

Interventions are established for students identified as requiring additional support. SEP teachers play a significant role in supporting SWD. The current school model has aspects of inclusion and withdrawal from the regular classroom. SEP teachers withdraw many SWD from classrooms to deliver literacy and numeracy lessons. A fully inclusive model with capability development for classroom teachers is yet to be implemented.

The learning support team and teachers consult with parents regarding reasonable adjustments which are made to meet the needs of SWD. ICP are developed collaboratively with the learning support team, teachers and parents. An opportunity exists for special education teachers to build classroom teachers' capability to construct, implement and review ICP.

The complex nature of the school community provides a challenge for teachers to cater for the broad range of student abilities in classes. Teachers are at different stages of differentiating teaching practices. Teaching staff members are working towards understanding where students are in their learning and in identifying the starting points for teaching. A whole-school model for differentiation of learning is yet to be collaboratively developed.

Teachers comment that participation in PD in the area of autism would assist in developing a shared understanding of teaching strategies and learning experiences to accommodate all students.

It is recognised that some students require substantial adjustments to access learning. A significant number of students with a verified disability attend the school. The inclusion teachers and teacher aides support the individual learning needs of identified students by withdrawing some students on a daily basis.

Students and parents articulate an appreciation of the caring nature of class teachers. They report that more classroom activities could incorporate a greater degree of challenge. Some parents express a desire for students to be engaged in activities that extend each student at their individual level. Parents express an appreciation of the efforts made by class teachers to maintain a positive working relationship with families.

A process is established to refer students with additional learning or behavioural needs to the student support team. School leaders are active participants in this team emphasising the importance of all students being successful learners.

Additional school funds are being used to provide supplementary learning support staff, inclusion teachers and teacher aides, for small group interventions or the individual support of students with identified learning needs. Limited resources are, as yet, being directed to the identification and extension of high performing students.

Supporting data

Strategic Plan 2013 -2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, whole-school assessment and data collection plan, pedagogical framework, curriculum plan, budget overview, school website, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Review the current school inclusion model with a view to balancing the roles and responsibilities of specialist and classroom teachers to support SWD.

3.8 Effective pedagogical practices

Findings

The school has a published pedagogical framework focused on building purpose, engagement and reflection in teaching practice. The framework is informed by various concepts for pedagogical improvement including the Gradual Release of Responsibility (GRR) model. Some teachers are familiar with terminology such as We are learning to (WALT), What I'm looking for (WILF) and This is because (TIB). There is limited evidence of an agreed approach to pedagogical practice in classrooms and consistency in application by all teachers.

Teachers are beginning to engage with the ASoT dimensions through professional training that has been provided by two staff members in roles as facilitators. It is apparent that the ASoT training which occurs every four weeks has provided a basic foundation for some teachers to reflect on classroom management, curriculum planning and teaching practice.

Teachers welcome support as part of the Regional Success Program which has included visits to teachers by the PEACC team. These advisors provide individual support in various aspects of planning, teaching and assessment in literacy and numeracy.

The pedagogical framework identifies some evidence-based teaching strategies which the leadership team uses in conversations with selected teachers. School leaders express a desire to see effective teaching occurring throughout the school. A consistent school-wide approach to agreed pedagogical practices across curriculum areas is not yet apparent.

Feedback to teachers regarding pedagogical practice is informal and is yet to be aligned with the school's improvement agenda. The structure and training required for the introduction of an effective collegial coaching and modelling of good pedagogical practices is not yet clear. School leaders recognise that building a differentiated collegial coaching approach across the school is an important priority.

Overall, classrooms are well organised and there are examples of student engagement with learning tasks in most curriculum areas. There was some evidence of student work on display in classrooms and of artefacts that support learning engagement and school expectations. A sample of students indicate a desire for regular constructive feedback to progress learning.

Supporting data

Strategic Plan 2013 -2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, whole-school assessment and data collection plan, pedagogical framework, school website, school newsletters, staff, student and leadership team interviews.

Improvement strategies

Review the school's pedagogical framework to ensure that teachers are consulted in developing collaborative and consistent approaches that drive effective teaching and learning in all classrooms.

Establish a professional collegial coaching model where the principal and the master teacher work alongside teachers to develop high quality teaching according to agreed, school-wide approaches to pedagogy.

3.9 School-community partnerships

Findings

A strong sense of community is apparent in the behaviours and comments of student, parents, staff members and community members. Parents and families are recognised as integral members of the school community and as partners in student learning. Parents comment positively on the efforts of staff members to ensure that all students experience success at school.

School leaders seek to build relationships with businesses and community organisations that assist families and students to remain engaged with the school and learning. Mutually beneficial relationships have developed over time to satisfy the needs of the school and community organisations. A community engagement plan is yet to be developed and implemented.

There is an emerging relationship with local early learning providers to support the transition of students to Prep classes at the school. The principal and Prep class teacher have been proactive in building positive relationships with the local early childhood providers. An annual program of transition to Prep class activities provides prospective parents and students with an insight into programs and learning experiences offered by the school.

The Parents and Citizens' Association (P&C) is supportive of and committed to improving opportunities and outcomes for all students. This small group of committed volunteers organises annual events that provide financial support for school and association projects. The Outside School Hours Care (OSHC) program is a proactive initiative managed by the P&C to support families and promote engagement in learning. The initiative is supported by a formal partnership agreement.

A range of strategies is implemented to encourage greater parental engagement in school events. School expectations, goals, achievements and implementation priorities are reported to parents through principal reports and the school newsletter. The school website communicates general information including the learning program for each class.

A school media officer is appointed to manage the positive promotion of school events and activities through local and social media. Community representatives acknowledge that this initiative, in conjunction with a community-aware school leader, is building an image of a school seeking to play a prominent role in the local community.

A traditional relationship exists with local state high schools. The transition to secondary school program includes visits by key secondary staff members and orientation visits.

Scheduled celebratory events are planned during the school year to engage parents in school activities. Parents value these significant school events to celebrate student achievement and participation.

School leaders have developed quality partnerships with regional curriculum experts to support the capability development of teachers in the implementation of the school priority areas of improved writing and numeracy achievement.

Supporting data

Strategic Plan 2013 -2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, budget overview, school website, school newsletters, P&C representatives, staff, student and leadership team interviews.

Improvement Strategies

Develop monitoring and management processes to ensure that key partnerships are effective in operation and delivery and support robust student outcomes.

Create opportunities to enhance the level of parental and community engagement.

4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.

- School to meet with Assistant Regional Director to discuss review findings and improvement strategies.