Humpybong State School

School Review Report

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Humpybong State School** from **18 July to 20 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

Gregory Brand	Internal Reviewer SIU (review chair)
Stephen Bobby	Internal Reviewer SIU
Susie Randel Kneipp	Peer reviewer
John Wessel	External reviewer

1.2 School context

Location:	Ernest Street, Margate
Education region:	North Coast Region
Year opened:	1876
Year levels:	Prep to Year 6
Enrolment:	754
Indigenous enrolment percentage:	7 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	988
Year principal appointed:	Semester 2, 2014
Full-time equivalent staff:	53
Significant partner schools:	Redcliffe State High School, Clontarf Beach State High School
Significant community partnerships:	Redcliffe Police-Citizens Youth Club (PCYC), Moreton Bay Regional Council, Peninsula Early Learning Strategy, Queensland University of Technology (QUT) - Robotics
Significant school programs:	Step Up pre-Prep, Management of Young Children Program (MYCP), Code Club, Code Kids, Cool & Calm Kids, New Pedagogies for Deep Learning (NPDL), Positive Behaviour for Learning (PBL)

1.3 Contributing stakeholders

School community:
- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), Support Teacher - Literacy and Numeracy (STLaN), master teacher, two literacy mentors, digital coach, 46 teachers, 15 teacher aides, Business Services Manager (BSM), four administration officers, chaplain, P&C executive, guidance officer, 34 parents and 65 students.

Community and business groups:
- Police-Citizens Youth Club (PCYC) representative and Management of Young Children Program.

Partner schools and other educational providers:
- Head of Department (HOD) - Junior Secondary Redcliffe State High School, HOD - Junior Secondary Clontarf Beach State High School, New Pedagogies for Deep Learning (NPDL) regional support officer, Positive Behaviour for Learning (PBL) regional coach, Queensland University of Technology (QUT) representative.

Government and departmental representatives:
- Councillor Moreton Bay Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2015 - 2018
Headline Indicators Semester 2, 2016	School Data Profile (date)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation flowchart
School pedagogical framework	Professional development plans – At My Best
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Sea of Learning for the Future – An Independent Public School (IPS)
New Pedagogies for Deep Learning: School Conditions for Deep Learning analysis.	

2. Executive summary

2.1 Key findings

The school leadership team is driving a detailed Explicit Improvement Agenda (EIA).

Staff members are committed to and specific about maximising student achievement through the EIA. They indicate the improvement agenda has been effective in focusing the whole school's attention on core learning priorities, particularly reading and writing. Staff members express belief in the school's direction and appreciate the efforts of the leadership team in supporting their work linked to the school's EIA.

School leaders give high priority to school-wide analysis and discussion of data.

There is a comprehensive data plan for the collection of a range of diagnostic, formative and summative assessments. Time is set aside for the discussion of whole-school data on school professional development days and staff meetings. There is a strong culture of moderation that is well supported and valued by school leaders and class teachers.

The tone of the school is positive and reflects a school-wide commitment to respectful relationships between students, staff and parents.

The school provides a safe and caring learning environment for all students. Students report that they feel their teachers care for them and they feel safe at school. Parents state that school staff members are committed to maintaining a supportive culture. The school is held in high regard by the community. The *Sea of Learning* (SOL) philosophy is supported by a widely recognised mascot – SOL the dolphin.

The school leadership team views the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for students.

An extensive network of support for students is apparent. There is strong support, in terms of the roles of classroom teachers, various key leadership roles, and the role of teacher aides and office staff to ensure all available resources across the school are utilised to support students. The commitment by the principal to coaching and mentoring across the school is reflected in the decision to provide all school leaders with the opportunity to develop their own coaching capacity, through the Growth coaching model.

The school has a coherent and sequenced whole-school curriculum and assessment plan that defines planning for curriculum delivery, assessment, data collection, moderation and reporting.

The plan aligns with the Australian Curriculum (AC) and Curriculum into the Classroom (C2C) adaptations for mathematics. This is a significant piece of work and reflects the dedication and commitment of the curriculum leaders of the school. Teachers value the time dedicated to planning curriculum units and collaborative conversations with their teaching team. Class teachers' depth of understanding of all the elements of the AC varies across the school.

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The school has a team of enthusiastic and dedicated teachers and teacher aides who share responsibility for student learning.

A strong collegial environment exists in the school. Teachers have high levels of professional commitment to implementing the school's EIA and ensuring all students are achieving positive learning outcomes. Some staff members indicate that the pace of the EIA rollout is impacting on their ability to strike a balance between their personal and professional lives.

Staff members are supportive of and committed to the school's improvement agenda.

Staff members express belief in the school's direction and appreciate the efforts of the leadership team in supporting their work linked to the school's EIA. The need to take the time to embed current improvement strategies to ensure long term success for students is a view held by most staff members. Staff members predominantly express the belief that further time is required to embed current improvement strategies to ensure long-term success for students.

The school has a documented pedagogical framework that outlines the philosophical foundation and beliefs associated with curriculum, teaching, learning and assessment.

The leadership team articulates clear expectations for the use of effective teaching strategies throughout the school. The school's leadership team keeps informed of research regarding effective teaching practices and plans for the implementation of agreed high-yield practices across all classrooms. Classroom teachers report the regular use of the Gradual Release of Responsibility (GRR) model in their classrooms. School leaders recognise the need to align the current pedagogical framework documentation to match the embedded and emerging practices across the school.

The school is highly regarded by staff members, students and parents.

The Parents and Citizens' Association (P&C) is supportive of the strategic directions being established and the members of the executive promote the school in the local community. The school has strong and established working relationships with local organisations and universities.

The leadership team prioritises continuity of learning through effective transition programs.

Transition processes to high school are developed and apparent through a range of activities including student visits to destination schools, sharing of data and information, and open days. There are a large number of pre-Prep facilities that provide enrolments to the school. The leadership team plays an active role in the Peninsula Early Learning Network (PELS).

2.2 Key improvement strategies

Refine the focus of the current improvement agenda within the next four year strategic planning cycle, ensuring a deep focus on embedding key improvement strategies with aspirational targets and achievable timelines.

Collaboratively investigate the progression of the school's current improvement agenda into a manageable and sustainable timeframe.

Continue to strengthen the knowledge, understanding and capacity of classroom teachers to construct and adapt curriculum units and assessments aligned to the AC.

Implement a broad range of strategies to assist staff members in effectively managing their professional satisfaction to ensure high levels of wellbeing and staff morale are obtained.

Revise the school's pedagogical framework to be reflective of current practice.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school leadership team is driving a detailed EIA for the school, grounded in evidence-based research focused on reading, writing, and numeracy, New Pedagogies for Deep Learning (NPDL), attendance and successful transition. They are committed to and specific about maximising student achievement through the EIA.

The school leadership team is committed to delivering research-based strategies for school improvement centred on the Art and Science of Teaching[1] (ASoT) and the GRR framework. NPDL is an emerging piece of work in the school and is focused on enhancing student learning. The school's commitment to NDPL is part of a pilot program involving other schools in the region.

Specific strategies to support the improvement agenda include: providing focused curriculum and pedagogical coaching for all teachers with dedicated specialised support from a master teacher, beginning teacher mentor, numeracy coach, classroom teacher mentors and digital technologies coach; implementing a whole-school approach to provide a continuum of literacy and numeracy support with personalised teaching and intervention that meets the needs of all students; and, continuing to implement short, medium and long-term goals in a cycle of review that provides for analysis of data to ensure targeted, specific and immediate intervention strategies are implemented.

Targets are set aligned to the school's improvement agenda and include: a 94 per cent attendance rate; 80 per cent of students achieving a 'C' or above in English, mathematics and science; 80 per cent of students in Years 3 and 5 achieving at or above the National Minimum Standards (NMS) in all strands of National Assessment Program - Literacy and Numeracy (NAPLAN); 30 per cent of students achieving in the Upper Two Bands (U2B) in Year 3 for reading and numeracy; 42 per cent of students achieving in the U2B in Year 5 for reading; and, 30 per cent achieving in the U2B for numeracy. It is noted that the targets set for NMS achievement for Year 3 and Year 5 were exceeded in actual student performance in NMS in 2016 NAPLAN.

School leaders espouse the inclusive practices of the school. Students with disability, Indigenous students, out-of-home care students, and students with English as an Additional Language or Dialect (EAL/D) are closely monitored for their progress against whole-school and systemic achievement data, attendance rates, behaviour and social/emotional growth.

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

Staff members are supportive of and committed to the school's improvement agenda. They indicate the improvement agenda has been effective in focusing the whole school's attention on core learning priorities, particularly reading and writing. Staff members highly value the provision of additional human resources in the form of curriculum leaders, mentors and coaches in support of the EIA. Staff members express a belief in the school's direction and appreciate the efforts of the leadership team in supporting their work linked to the school's EIA.

High expectations are expressed by staff members and reflect a school-wide commitment to purposeful, successful teaching and learning. Staff members report there is significant progress in the refinement of teaching practice, specifically related to the teaching of reading. Staff members express a commitment to building proficiency in the core improvement priorities of writing and numeracy. Staff members predominantly express the belief that further time is required to embed current improvement strategies to ensure long-term success for students. There is a concern held by most staff members regarding their ability to sustain the pace of change associated with new initiatives.

There is a high level of collegiality and trust between teaching staff and non-teaching staff members. All staff members articulate a genuine belief that all students can learn and be successful, and are committed to providing a caring and nurturing educational environment. Parents express the view that the professionalism and dedication of staff members are strongly valued within the community.

Improvement strategies

Refine the focus of the current improvement agenda within the next four year strategic planning cycle, ensuring a deep focus on embedding key improvement strategies with aspirational targets and achievable timelines.

Collaboratively investigate the progression of the school's current improvement agenda into a manageable and sustainable timeframe.

Continue to build the capacity of all staff members to ensure a deep understanding of key improvement strategies for the effective implementation of the school's current improvement agenda.

3.2 Analysis and discussion of data

Findings

School leaders give high priority to the school-wide analysis and discussion of data on student academic outcomes, behaviour and attendance and recognise the analysis and monitoring of school achievement data is crucial to school improvement. Student data is analysed across the school in a variety of contexts. Time is set aside for the discussion of whole-school data on school professional development days and at staff meetings. School data is shared and communicated with the school community via the school newsletter, school website and P&C meetings.

There is a comprehensive data plan for the collection of a range of diagnostic, formative and summative assessments including Fountas and Pinnell[2], PM Benchmark, Speech Sounds Pics (SSP), sight words, Words Their Way, PAT-R, PAT-M and North Coast Region Mathematics term diagnostic pre-tests. The data plan outlines clear timelines for the collection of student results and benchmarks for student achievement in reading.

The leadership team has established a data wall for whole-school data, with a focus on agreed year level reading benchmarks for PM and Fountas and Pinnell. School leaders work with year level cohorts and individual class teachers to analyse and inform teaching programs. Classroom teachers are continuing to develop their knowledge and understanding of data analysis to inform their planning and make adjustments for students. School leaders recognise the need to continue to build a culture of self-evaluation and reflection to better inform teaching and learning.

Teachers indicate the use of summative, diagnostic and anecdotal evidence of learning to determine agreed achievement standards for reporting. Curriculum leaders acknowledge the need to build clarity and consistent understanding around the purpose and relationship between A to E Levels of Achievement (LOA), systemic and other school-wide assessment data to ensure consistency of student reporting against a standards-based curriculum.

The school is committed to the North Coast Region Numeracy project. The analysis of student data from this forms the basis for Professional Learning Community (PLC) discussions and planning for year level teams in order to identify and respond to the learning need of students. Curriculum leaders and class teachers speak positively about this model.

The school participation rate in Year 3 NAPLAN in 2008 ranged between 98.4 per cent and 100.0 per cent and compares to a participation rate for 2016 that ranges from 93.9 per cent to 94.7 per cent. The participation rate in Year 5 NAPLAN in 2008 was 96 per cent and greater across all strands. The participation rate for 2016 ranges from 84.2 percent to 87.4 per cent.

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[2] Fountas, I., & Pinnell, G. (2008). Benchmark assessment system. Portsmouth, NH.

2016 NAPLAN data indicates Year 3 U2B achievement is similar to Similar Queensland State Schools (SQSS) in writing, grammar and punctuation and numeracy and below SQSS in reading and spelling. Year 5 U2B performance is above SQSS in spelling and similar to SQSS in reading, writing, grammar and punctuation and numeracy.

Mean Scale Score (MSS) achievement in Year 3 and Year 5 is similar to SQSS across all strands.

Year 3 achievement at or above the National Minimum Standard (NMS) in 2016 NAPLAN in writing, spelling, grammar and punctuation and numeracy is above Queensland State Schools (QSS) and below QSS in reading.

Year 5 NMS achievement is above QSS in reading, spelling and numeracy, below in grammar and punctuation and similar to QSS in writing with a 0.2 per cent variance.

Relative gain 2014 – 2016 Year 3 to Year 5 is above SQSS in spelling and similar to SQSS in reading, writing, grammar and punctuation and numeracy.

In 2016 NAPLAN, Closing the Gap data indicates that in Year 3 reading the mean score of Indigenous students is 83 scale points below their non-Indigenous peers. The reading mean score of Year 3 Indigenous students at this school is below QSS and the region.

Special education staff systematically collect and track diagnostic, formative and summative assessments to identify the needs of students with disability and complex learning needs. The information is used to develop and evaluate the effectiveness of Individual Curriculum Plans (ICP) and Individual Support Plans (ISP). Student ICPs and ISPs are uploaded to OneSchool.

Improvement strategies

Continue to develop the capacity of classroom teachers' data literacy skills to inform starting points for teaching and for reflection on the effectiveness of teaching.

Build staff members' capacity in understanding the purpose of and relationship between A to E LOA, systemic and other school-wide assessment data to ensure consistency of student reporting.

3.3 A culture that promotes learning

Findings

Staff members demonstrate an understanding of the importance of a positive and caring learning environment to successful learning and work to build mutually respectful relationships across the school community. There is an inclusive culture apparent across the school.

The tone of the school is positive and reflects a school-wide commitment to respectful relationships between students, staff members and parents. The school provides a safe and caring learning environment for all students. Students report that they feel their teachers care for them and they feel safe at school. Parents state school staff are committed to maintaining a supportive culture. The school is held in high regard by the community.

A strong collegial environment exists in the school. The school has a team of enthusiastic and dedicated teachers and teacher aides who share responsibility for student learning. A team approach to the delivery of teaching is apparent. Staff members speak highly of the professional and personal support they provide for each other.

Teachers have high levels of professional commitment to implementing the school's EIA and ensuring all students are achieving positive learning outcomes. Some staff members indicate that the pace of the EIA rollout is impacting on their ability to strike a balance between their personal and professional lives.

The school has a Responsible Behaviour Plan for Students (RBPS) that documents high expectations for student behaviour. The core of the RBPS refers to the four cares of '*Care for Self, Care for Others, Care for Learning and Care for Property*'. All students are able to identify the school's expectations.

The Positive Behaviour for Learning (PBL) focus for the school is customised to the school context and recognised as SOL. The SOL philosophy is supported by a widely recognised mascot – SOL the dolphin.

The school has clear visual documentation of expectations displayed throughout the school. These include supporting visual artefacts to assist students in meeting the expectations and in responding to situations where appropriate and inappropriate behaviour occurs. Students and staff members are clear in their articulation of the expectations and the processes.

Behaviour foci are outlined in the staff weekly *High Tide* communication document and there is an expectation that teachers reinforce these foci with students using designated SOL books. Conversations with staff members, parents and students indicate that engagement with some aspects of PBL is not yet consistent.

The PBL committee utilises behaviour data from OneSchool to inform the weekly behaviour focus. The committee informs staff members of school behaviour trends by publishing weekly behaviour data outlining areas for staff attention.

The school strives to create an attractive and stimulating environment that supports and encourages learning. This is reflected in the welcoming and well-presented school buildings and well maintained grounds, gardens and play areas.

Classrooms across the school present as functional workspaces for students and staff members. Student work samples and artefacts to support student learning and remind students of school expectations are displayed in classrooms.

The school has an attendance target of 94 per cent. The staff and leadership team communicate attendance expectations through a range of communications modes including assemblies, newsletters, the school website and social media via Facebook. The leadership team has set an expectation that individual teachers initially follow-up unexplained absences with telephone calls.

Processes for students whose attendance is unexplained or is less than 85 per cent are established, whereby the deputy principals and/or the student welfare office work with families through attendance plans to improve student attendance.

Fortnightly highest class attendance awards are presented on assembly. Students with greater than 94 per cent and/or 100 per cent attendance are recognised at the end of each semester.

The school's current year to date attendance rate is 92.7 per cent with 14.3 per cent of students attending less than 85 per cent of the school year.

There is a school-wide process established for the management of student referrals and the determination of the appropriate support strategies and responses. The Student Support Services team monitors referred students and their progress, welfare and behaviour. Intervention strategies and service referrals are actioned by the team. All actions approved by the Student Support Services team are documented and stored in OneSchool.

A chaplain supports the school community three days a week. The chaplain has a long association with the school and offers group and individual programs to support student welfare. The chaplain offers a morning playgroup to support families in the community.

The 2016 School Opinion Survey (SOS) indicates 69.3 per cent of staff members agree with the statement 'I feel that staff morale is positive at the school'. This compares to 82.0 per cent satisfaction for the Like Schools Group.

The SOS 2016 indicates 93.2 per cent of staff, 94.2 per cent of parents and 94.7 per cent of students are satisfied that 'This is a good school'.

Improvement strategies

Implement a broad range of strategies to assist staff members in effectively managing their professional satisfaction to ensure high levels of wellbeing and staff morale are obtained.

Enhance the elements of RBPS, outlining the roles and responsibilities of all staff members to ensure consistent application of school-wide processes, to strengthen long-lasting student responsibility for positive behaviour.

3.4 Targeted use of school resources

Findings

The leadership team has given priority to understanding and addressing the needs of students, and are creating and deploying available resources to meet identified needs.

An extensive network of support for students is apparent. There is strong support in terms of the roles of classroom teachers, various key leadership roles, and the role of teacher aides and office staff to ensure all the available resources across the school are utilised to support students.

The school successfully implements adjusted curriculum programs for students with disability, students with learning difficulties, students in care and Indigenous students and EAL/D students.

The recent emergence of a school initiative, *Genius Hour*, reflects the school's intention to address some of the needs of identified high achieving students.

The school utilises PBL as a key school-wide structure to support student welfare across the school.

The 2017 Investing for Success (I4S) funding is $437 527. This funding currently enables the provision of dedicated support for teachers through the specific roles of the master teacher, beginning teacher mentor, numeracy coach, and digital technologies coach. The school has employed additional teacher aides to assist classroom teachers in key literacy improvement areas across the school. Teacher capacity is enhanced through the provision of one hour per week extra for all teachers to participate in PLCs focusing on student data, teacher planning and moderation of student work. The funding assists the school to improve annual performance planning processes for all staff members using the program *At My Best*.

The school endeavours to ensure students and staff members have access to a range of learning technology to support teaching and learning in classrooms. The appointment of a digitech coach in 2017 recognises this resource is vital to enhancing and energising teachers' application of ICTs in the delivery of classroom curriculum and teaching and learning. An intensive model of coaching with three classroom teachers has commenced recently. The school leadership team is aware of the need to expand the school's current digital technology initiatives to value-add to teacher pedagogy and the school's curriculum.

Teacher aides are regarded as vital support resource personnel to address the diverse needs of the student population. Staff members and parents comment favourably on the role of the aides, and recognise that many classroom interventions teachers initiate frequently rely on the support of teacher aides.

The school's campus is attractive, neat and facilities predominantly reflect a strong sense of pride that pervades the school community. The school uses the direct to market model for maintenance services of buildings. A partnership involving the Moreton Bay Regional Council and the school has delivered a new playground facility shared by the school and the local community. The school recently became one of five schools across the state to receive a state of the art security system to ensure greater safety and security of buildings.

School leaders indicate that staff members' professional learning is a critical element in driving school improvement. The school commits significant financial resources to ensure staff capacity underpins much of the work undertaken by all staff in the school.

Processes for the development of the annual school budget include a review of the previous AIP and the school's ongoing improvement agenda, in consultation with staff. Approval processes and ongoing tracking and monitoring of the budget are undertaken regularly by the Business Services Manager (BSM) and the principal. The principal regularly provides reports regarding the progress of the budget to the P&C. Each year level receives an annual allocation of funds to purchase various small items of stationery and other expendables utilised in classrooms.

The current bank balance is $408 731.

Improvement strategies

Investigate and resource school-wide programs designed to address the needs of high achieving students.

Expand the school's current digital technology initiatives, to value-add to teacher pedagogy and the school's curriculum.

3.5 An expert teaching team

Findings

The school leadership team views the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for students.

A range of coaching and mentoring models within the school to support staff members is apparent.

The school has strategically identified a number of key specific coaching and mentoring roles to support teachers in building their individual capacity when implementing current whole of school improvement initiatives.

Specific coaching roles focus on digital technology, literacy, numeracy, and staff induction for new and beginning teachers. The leadership roles of the master teacher and the Head of Curriculum (HOC) are regarded as key drivers of curriculum, teaching and learning initiatives. Staff members articulate they value the genuine professional support they receive from curriculum leaders.

Most teaching staff members indicate they have experienced opportunities to engage in scheduled observation and feedback. The commitment by the principal to coaching and mentoring across the school is reflected in the decision to provide all school leaders with the opportunity to develop their own coaching capabilities, through the Growth coaching model. All teachers express a willingness to engage formally and informally in coaching and mentoring. A peer observation model, Watching Others Work (WOW) is available to staff members. Teachers value the range of avenues provided to pursue support across the school.

Teacher aides express a willingness and a desire to engage further in the range of professional learning that builds their capacity, especially around the priorities of the school's EIA. Other non-teaching staff indicate a similar view regarding seeking relevant professional learning opportunities.

Teachers indicate they value the role of the school PLCs as a vital source of support for curriculum and pedagogical practices. The collaboration between colleagues and the collegial professional networks including year level PLCs is recognised particularly as a key professional support structure within the school.

Induction programs for new and beginning teachers are perceived as highly enabling processes that provide new staff members with the necessary support to make a smooth transition into the school community.

Some staff members indicate there is an ongoing need to access support in using digital technology effectively to enhance their classroom teaching practices.

The implementation of Annual Performance Development Plans (APDP) is apparent across the school staff. The process for APDPs is underpinned by the newly introduced program *At My Best* with components of staff and colleague reflection, and is aligned to the Australian Institute for Teaching and School Leadership (AITSL) standards.

A staff professional learning plan documents the strategic directions for staff Professional Development (PD). Some of the content of this program is informed by recent school performance data regarding student learning and the school's EIA.

Improvement strategies

Align professional learning opportunities for all staff members to the key improvement priorities within the current EIA.

Refine the focus of observation and feedback opportunities to align with the core curriculum priorities of the current EIA.

3.6 Systematic curriculum delivery

Findings

The school has a coherent and sequenced whole-school curriculum and assessment plan that defines planning for curriculum delivery, assessment, data collection, moderation and reporting. The plan aligns with the AC and C2C adaptations for mathematics. The plan clearly presents the outline for each unit of work that will be undertaken throughout the year and the assessment and monitoring tasks. The plan reflects the sequence of the units that will be delivered across the year. This is a significant piece of work and reflects the dedication and commitment of the curriculum leaders of the school.

Curriculum leaders lead planning sessions with year level cohorts of teachers each term to ensure a common understanding of the intent of new units of work. Planning for English and mathematics occurs during a scheduled weekly PLC. Individual teachers in each year level are released and supported by curriculum leaders to address science planning. Embedding ICT within curriculum units across the learning areas is considered during planning.

Curriculum leaders have strong ownership of established planning processes. Teachers value the time dedicated to planning curriculum units and collaborative conversations with their teaching team. Some special education teachers report they would like to attend planning sessions on a more regular basis to deepen their knowledge of the curriculum being implemented in the classroom.

Specialist teachers for Humanities and Social Sciences (HASS) and the Arts work with curriculum leaders to ensure planning documents reflect the AC. The school has made a decision to implement C2C units of work for Health and Physical Education (HPE) and Languages other than English (LOTE).

Class teachers' depth of understanding of all the elements of the AC varies across the school. The leadership team recognises the need to continually build the knowledge, understanding and capacity of classroom teachers to construct and adapt curriculum units and assessments aligned to the AC.

With the support of curriculum leaders, Years 2, 3, 4 and 6 recently developed and implemented curriculum units of work aligned to NPDL to facilitate student deep learning through authentic engagement in real-world challenges. At the core of NPDL are the *6C's* of '*Character*, *Communication, Collaboration, Critical Thinking, Citizenship and Creativity'*. These core competencies are explicitly taught and assessed through rubrics. The school has identified '*Character'* as the initial element of focus.

School leaders recognise the need to develop teacher capacity in the use of digital technologies to enhance student learning outcomes and view NPDL as the vehicle to achieve this through the curriculum. It is acknowledged that the school's engagement in NPDL will take time to progress.

ICPs and ISPs are developed for students with disability and diverse learning needs. Students on English ICPs are taught within the context of their year level and assessed using the relevant ICP Guide to Making Judgements (GTMJ) for their year level and task. Students on mathematics ICPs are taught within the context of their year level, differentiated to their ICP level and assessed using a relevant assessment task from that year level. Special education staff work alongside classroom teachers to support the implementation of learning adjustments in the classroom.

There is a strong culture of moderation that is well supported and valued by school leaders and class teachers. The school routinely moderates English and mathematics student samples. In week six, year level moderation for English is based around draft samples of student work with a focus on feedback to students to identify their next steps. In week eight the final English moderation is a summative process, clarifying A to E judgements. The school moderates externally once a year with Caboolture East State School, with a focus on English A to E consistency.

Mathematics moderation occurs once a term, when year level teams moderate the North Coast Region Mathematics term diagnostic assessment. The purpose of this moderation is to build teachers' shared understanding of the different qualities of student responses on a zero to three scale to ensure consistency and reliability in the data entry. This process builds teacher understanding of the concepts being taught that term.

Year level tasks are moderated, as are work samples from students on an ICP. Teachers meet as ICP cohorts such as all teachers from Years 3 to 6 with students on an English ICP Prep level, to moderate utilising ICP GTMJ.

Reporting to parents occurs four times each year. Report cards are sent home at the end of Semesters 1 and 2. Three Way Reporting conferences take place in Terms 1 and 3. Three Way Conferencing provides a forum for teachers, students and parents to acknowledge student progress and achievement. In Three Way Conferences students lead the meeting by explaining their learning goals and achievements, and areas of further improvement. These conferences include displays of student work across learning areas. Parents articulate the value of this process and teachers report positive take-up rates by parents.

Improvement strategies

Continue to strengthen the knowledge, understanding and capacity of classroom teachers to construct and adapt curriculum units and assessments aligned to the AC.

Develop all teachers' capacity to use digital technologies within the curriculum to enhance student learning outcomes and support embedding NPDL.

3.7 Differentiated teaching and learning

Findings

School leaders encourage teachers to tailor their teaching to student need and readiness. Teachers utilise a range of diagnostic assessments to identify where students are in their learning and to identify learning gaps.

Teaching practices across the school reflect the belief that all students can learn if supported in the different stages of their learning. Teachers provide students with differentiated learning including the adaption of classroom worksheets and homework.

The documentation of differentiation in classrooms varies across the school. A consistent method of documenting differentiation in curriculum planning by teachers is yet to be developed.

The school offers a variety of extension activities to cater for high achieving students. These include *Genius Hour*, Highly Capable Learners, Code Kids, Code Club, *ICAS*, and robotics.

The Highly Capable Learners school improvement strategy is recognised throughout the school as a means of differentiating for students to achieve improvement in the U2B for NAPLAN.

Curriculum leaders assist teachers to recognise opportunities to differentiate through the curriculum to improve student learning outcomes.

Teachers and support staff including the special education team and Support Teacher Literacy and Numeracy (STLaN) assist teachers to differentiate their curriculum.

A range of intervention and extension programs is established to support the individual learning needs of students. Programs include differentiated reading, writing and spelling groups, and SSP. To ensure a smooth transition to Prep the Step Up program targets identified pre-Prep students through the Brigance screening tool.

Diagnostic data and NAPLAN achievement are utilised to identify students for targeted support that includes small group instruction.

Structural differentiation for reading and numeracy rotations is occurring in all classrooms based on students' diagnostic test achievement. Some teachers are enacting cross-class groupings in order to better meet the instructional levels of students.

The leadership team has set an expectation that student goal setting is part of the teaching and learning process and is apparent in all classrooms. Some teachers set whole of class learning goals for all students in their classroom. There is evidence of more personalised learning goal setting as students progress through the school. Students discuss the progress toward their goals being achieved at Three Way Reporting conferences.

Special education staff work with class teachers and parents to develop ICPs for students with disability. These plans are entered on OneSchool.

The special education team offers a full range of programs offering including in-class and withdrawal support matched to the individual needs of students as reflected in their ICP and ISP.

Improvement strategies

Collaboratively develop a school-wide process for the agreed documentation of differentiation.

Revisit the school's goal setting expectation with a view to developing consistency of agreed processes and documentation.

3.8 Effective pedagogical practices

Findings

The leadership team articulates clear expectations for the use of effective teaching strategies throughout the school.

The school has a documented pedagogical framework that outlines the philosophical foundation and beliefs associated with curriculum, teaching, learning and assessment. The framework is based on the ASoT research-based pedagogical model that supports effective teaching and learning. ASoT is used by the school's leadership team to align with key curriculum programs. Teachers report they make little reference to this document in their planning and day-to-day teaching. School leaders recognise there is a need to align the current pedagogical framework documentation to match the embedded and emerging practices across the school.

Classroom teachers report they regularly use the GRR model in their classrooms. They utilise the 'I do, We do, You do' phases as a regular lesson format. Lesson and learning goal templates are expected to be used for all lessons, as is front-ending assessment through the provision of 'A' standard exemplars and GTMJs for students to assist with successful learning. Artefacts supporting this pedagogy are apparent in all classrooms. There is evidence that this practice is embedded in all classrooms.

The school's leadership team keeps informed of research regarding effective teaching practices and plans for the implementation of agreed high-yield practices across all classrooms. This is demonstrated through the recent introduction of NPDL within the school's EIA.

There is a documented plan across the school for the teaching of reading. This includes a three-weekly reading cycle that focuses on improving students' comprehension strategies. The plan is supported by teacher aides who assist teachers with reading groups based on modelled, guided, shared and independent reading experiences. Focus comprehension strategies are taken from the Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) framework. Teachers work in conjunction with the HOC to align the reading comprehension focus areas with the English unit plan for each term.

There is evidence across the school of feedback provided to students regarding their learning. Students state that when they receive feedback from the teacher it helps them to learn. The school engages in Three Way Conferences. All stakeholders report these conferences as effective in providing feedback on student learning.

The leadership team has a school-wide expectation for the setting of students' learning goals linked to the EIA.

Teachers indicate data is utilised in reading, writing and mathematics to develop student learning goals. The goals provide a focus for learning and are used to provide students with feedback to guide their learning. Teachers identify a range of formats for documenting the goals. Teachers indicate varying levels of consultation with students in developing learning goals.

Some students are able to articulate their learning goals and are not yet clear on what they need to do to improve and where to go to for help.

The school has established weekly year level PLC meetings. Year level teaching teams meet weekly with either the HOC or master teacher to plan learning units, analyse student reading, writing or mathematics data, share and review teaching strategies and moderate student work samples. Teachers speak highly of the professional learning that occurs in the PLCs and the modifications they make to their practice as a direct result of learnings from these meetings.

The principal, deputy principal and curriculum support staff conduct formal walkthroughs and lesson observations in all classrooms. Written feedback is provided to teachers. Teachers indicate that they value the feedback resulting from this process. Walkthroughs, feedback and observation cycles reflect a clear focus on the EIA.

Improvement strategies

Revise the school's pedagogical framework that is more reflective of current practice.

Build student ownership and responsibility for learning through the further development of practices regarding the establishment of individual learning goals.

3.9 School-community partnerships

Findings

The school is highly regarded by staff members, students and parents. This is demonstrated by strong SOS data and the positive comments from all groups.

There is a positive and active working relationship between the P&C and school leaders. The P&C is supportive of the strategic directions being established, and the members of the executive promote the school in the local community.

Community confidence in the direction of the school and leadership team is reflected through the successful application to become an Independent Public School (IPS) in 2017.

The P&C takes an active interest in the priorities of the school. The P&C supports the school through a range of fundraising activities. These events are well supported by local families and the broader community.

The P&C reports a pleasing improvement in meeting attendance during 2016-2017, reflecting parent confidence in the direction the school is heading. The P&C appreciates the principal's regular communication regarding the school's progress towards achieving academic and other goals.

The P&C works closely with the school to improve the physical environment and the educational resources on offer for students.

A significant number of parents regularly attend weekly assemblies to keep informed of what is happening at the school and to celebrate student achievements.

The school has strong and established working relationships with local organisations and universities to varying degrees of formality. These organisations have supported school-based projects including Grandpa's Garden, robotics and *Genius Hour*, and research and marketing projects.

The Police-Citizens Youth Club (PCYC) operates the onsite Outside School Hours Care (OSHC) program that is well attended and contributes to the school budget.

The school has recently engaged a Community Educational Counsellor (CEC) to support the welfare and educational needs of Indigenous students attending the school.

The school has a strong relationship with the Moreton Shire Council that saw the development of a shared community/school community playground located on the school grounds. The two parties made significant financial contributions and a formal Memorandum of Understanding (MOU) is established detailing the mutual benefits.

The leadership team prioritises continuity of learning through effective transition programs. There are a large number of pre-Prep providers that feed enrolments to the school. The school has established programs and activities to engage the community in transition to school activities from Term 2. The school's leadership team plays an active role in PELS.

Transition processes to high school are developed and apparent through a range of activities including student visits to destination schools, sharing of data, and information and open days. Students identified as requiring additional support are case managed by invested stakeholders in their transition through programs provided by Clontarf Beach State High School and Redcliffe State High School.

School staff members visit the centres and encourage reciprocal visits to provide parents with information regarding the school and their students.

Improvement strategies

Continue to build existing partnerships and seek opportunities for new partnerships to support the learning outcomes for students.