Pialba State School

Executive Summary

School Improvement Unit

Queensland Government

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pialba State School** from **28** to **30 August, 2019**.

The report presents an evaluation of the school's performance against the nine domains of the _National School Improvement Tool_. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Sandra Perrett	Internal reviewer
Bob Cole	External reviewer

1.3 School context

Location:	Alice Street, Pialba
Education region:	North Coast Region
Year opened:	1884
Year levels:	Prep to Year 6
Enrolment:	393
Indigenous enrolment percentage:	28.3 per cent
Students with disability enrolment percentage:	10.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	891
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	17 – class teachers 3.5 – intensive support teachers 6 – specialist teachers
Significant partner schools:	Hervey Bay State High School, Yarrilee State School
Significant community partnerships:	University of the Sunshine Coast (USC), Galangoor Duwalami Primary Health Care, Richard Watt Optometrist, Swim and Survive program, Sporting Schools, Career Employment Australia, Simple Solutions Training and Consulting.
Significant school programs:	Systematic phonics instructional program, Prep oral language program and Special Education Program (SEP) oral language intervention, Digi-Tech with USC preservice teachers, Community Access Program, Strategies to Achieve Reading Success (STAR) reader awards, Year 6 Chinese language and transition to high school, Positive Behaviour for Learning (PBL)

1.4 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Support Teachers Literacy and Numeracy (STLaN), four Special Education Program (SEP) teachers, 16 classroom teachers, Chinese language teacher, digital technology lead teacher, guidance officer, Speech Language Pathologist (SLP), five teacher aides, Business Manager (BM), two administration officers, 71 students, 24 parents, PBL committee and Monitoring and Improvement of Tiered Supports (MITS) committee.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Indigenous community member, tuckshop convenor, community swimming coach, school chaplain and USC lecturer.

Partner schools and other educational providers:

- Local high school principal.

Government and departmental representatives:

- Lead principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016–2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Pre-moderation overview	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

Staff members are united in their pursuit that all students are provided with opportunities to learn and achieve.

A significant number of students come from diverse backgrounds with school staff members showing a strong commitment to the successful engagement of students in the day-to-day life of the school. Many staff members identify a strong bond to the school and the students who attend it. These members of staff work to develop positive relationships that enhance the learning culture of the school and the wellbeing of students.

Staff members acknowledge strong levels of personal and professional support from colleagues across the school.

Year level cohorts are emerging as strong professional learning teams. Teachers currently collaborate to adapt school-developed Curriculum into the Classroom (C2C) units for use across the year level. These teams discuss achievement data, resourcing requirements and differentiation needs. Teachers value the opportunity to work in year level teams. A culture of mutual trust and respect is established with staff committing to work together to improve outcomes for students and to engage with the school's improvement agenda.

The school is continuing to establish strong data processes to support teachers' knowledge of their students.

Teachers are increasingly using this data to plan appropriate and targeted responses for teaching and learning. Discussions within year level cohorts is supporting this process. The use of pre- and post-testing, construction of data walls and collaborative case management of marker students is continuing to emerge through the work of school leaders and classroom teachers.

School staff members are working hard to create a school environment that is safe and supportive of students and is conducive to effective learning.

Staff members are aware of expected practices for managing student behaviour outlined in the school's Responsible Behaviour Plan for Students (RBPS). Conversations with staff members indicate that embedding of consistent Tier 1 Positive Behaviour for Learning (PBL) processes is yet to be achieved. School leaders and the PBL team are committed to working with staff members to build collective ownership for implementing the agreed whole-school approaches for managing student behaviour promoting high expectations for student learning in a safe, supportive and disciplined environment.

Staff members are able to articulate the school's priorities as delivering the Australian Curriculum (AC), building a positive school culture, and improving reading and numeracy outcomes for all students.

The school's improvement agenda is currently broad in nature with staff members' knowledge of the various elements and expected ways of enacting the Explicit Improvement Agenda (EIA) variable. The principal understands the need to refine the EIA to have a narrow and sharp focus and to work with members of the teaching team to collaboratively identify agreed strategies for collective implementation. School leaders acknowledge the need to support this process by regularly monitoring implementation of the EIA to promote high levels of consistent practice and enhance teacher capability development.

The school's leadership team and teaching staff members express a commitment to implementing curriculum units aligned to the expectations of the AC.

Collaborative curriculum planning is promoted with teachers being provided with release time each term to meet with their year level colleagues. The school has recently commenced the process of accessing assessment alignment planners to collaboratively unpack the standards required for students to be successful. Teachers consider aspects of the regionally-developed anchor charts for curriculum units in English. The principal is committed to using collaborative curriculum planning processes to deepen teacher knowledge of the AC to create engaging curriculum units and make decisions regarding teaching and learning aligned to student needs.

The school is reviewing its model for inclusion to meet current system expectations.

Students with disability are either supported in the classroom, in withdrawal spaces near the classrooms, or in the Special Education Program (SEP) classroom. Two year levels are exploring a co-teaching model of inclusion, with an SEP teacher co-planning with the classroom teachers to support students with disability and other students with diverse needs in mainstream classrooms. The transition from the concept of a special education unit, with all verified students spending the majority of their time in the unit, to a more inclusive model of support is emerging. Some teachers identify they would like further support and Professional Development (PD) to effectively cater for all students within classroom environments.

School staff members continue to work with students and their families to encourage and support improved levels of student attendance.

An attendance officer assists the principal and deputy principal to monitor and manage student attendance. Teachers use a range of promotional strategies and track attendance in their classrooms. Administration officers send text messages daily to parents and carers as required. Phone calls and face-to-face meetings are used for ongoing absence cases prior to official attendance letters being sent to parents. The principal acknowledges the need to create a sense of urgency within the community by engaging families and local community organisations to support strategies that foster improved average attendance rates for the full range of students.

The leadership team identifies that the construction of 'Bump it up' walls is having a positive impact on teaching and learning.

The use of Bump it up walls is emerging in a range of year level cohorts. The leadership team members are committed to expand the use of this high-yield teaching strategy. Some teachers identify that when these walls are co-constructed with students, the assessment literacy of students improves. Included on some of the Bump it up walls are exemplars and key aspects of writing that the students need to demonstrate. Some students, including those in the early years, speak confidently about what needs to be included in their writing, where they are currently sitting, and what they need to begin using to move to a higher level.

Teachers speak positively of their experience of using the up-front planning and pre-moderation processes.

Teachers are engaging in unpacking of assessment tasks and Guides to Making Judgements (GTMJ) and backward map these to the achievement standard and content descriptions of the AC. More recently, pre-moderation processes are being undertaken through the use of anchor charts to clearly understand the standards students need to demonstrate success. Up-front planning and the pre-moderation processes are still emerging with strong commitment apparent from teachers and school leaders to continuing this process.

2.2 Key improvement strategies

Ensure collective ownership for implementing agreed whole-school approaches for managing student behaviour that are consistently implemented promoting high expectations for student learning in a safe, supportive and disciplined environment.

Refine the EIA to have a narrow and sharp focus; work with teachers to collaboratively identify agreed practices developing precision in their work and regularly monitor implementation to promote high levels of consistent practice.

Use collaborative curriculum planning processes to deepen teacher knowledge of the AC through the development of anchor charts, and engagement in pre-moderation processes, to create engaging curriculum units and make decisions about teaching and learning aligned to student needs.

Use system resources and strategies to clearly define and implement strategies ensuring the school's inclusive education practices genuinely support a whole-school approach for students with disability and others with diverse needs.

Create a sense of urgency within the community by engaging families and local community organisations to support strategies that foster improved average attendance rates for the full range of students.