



School Improvement Unit Report

Pialba State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Pialba State School from 1 to 4 June, 2015. 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:	Alice Street, Pialba
Education region:	North Coast
The school opened in:	1884
Year levels:	Prep to Year 6
Current school enrolment:	452
Indigenous enrolments:	17 per cent
Students with disability enrolments:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	899
Year principal appointed:	2014 (acting)
Number of teachers:	24.5
Nearby schools:	Yarrilee State School, Hervey Bay State High School, Xavier College
Significant community partnerships:	Uniting Care, Good Guys, Bay Safety Mates, HB Youth Mentoring, Bayside Church
Unique school programs:	Language 4 Learning, Virtues in Practice, Kids of Concern



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 and leadership team
 - Master Teacher, Head of Special Education Services (HOSES), reading mentor, Guidance Officer, Language for Learning Mentor, Support Teacher Literacy and Numeracy (STLaN), Speech Language Pathologist (SLP)
 - Community representative from Managing Young Children Program (MYCP), childcare-kindergarten representative
 - 24 classroom teachers, music teacher, 12 teacher aides
 - 26 students
 - Nine parents
 - Business Services Manager (BSM), two administration officers
 - Parents and Citizens Association (P&C) president, tuckshop convenor, Indigenous Liaison Officer, Indigenous Elder

1.4 Review team

John Enright	Internal Reviewer, SIU (review chair)
Matthew Glen	External Reviewer
Michael Allan	Peer Reviewer



2. Executive summary

2.1 Key findings

- The school has an explicit improvement agenda that is known and understood by all staff.

The principal and leadership team have developed a school improvement agenda focused on improving student outcomes in language including oracy and reading. Teachers were able to articulate this agenda as a school-wide focus. Targets and timelines are yet to be developed and embedded.

- Resources are aligned with the school improvement agenda and address aspects of identified needs in a targeted manner.

The principal and other school leaders have introduced programs and strategies, in line with the school improvement agenda of language and reading, to identify and address the needs of students in the school and are applying available resources to meet those needs.

- The school collects a range of diagnostic and summative student data that requires greater consistency in analysis and interpretation to optimise student learning.

There is limited evidence that time is formally set aside to undertake discussions with individual teachers about their student data and to clearly support them in formulating strategies that would move individual students to the next achievement level.

- Formal processes around instructional leadership and quality assurance of the school improvement agenda needs to be further developed and embedded.

It is unclear how the leadership team is monitoring the implementation of the improvement agenda in a formal and systematic way.

- The school has recently implemented a coaching and mentoring framework which provides support to teachers in aspects of pedagogy.

The current coaching and mentoring model is based around an open collegial support process, which currently lacks formalised feedback for teachers. This model is yet to be operationalised as a comprehensive and consistent instructional coaching program for all teachers.

- The school has a published curriculum framework which details what has to be taught at respective year levels.

The curriculum plan includes year and unit content expectations, but the progression of learning from year to year is not always obvious and there is unclear direction on the time allocation for key learning areas or explicit links to assessment or reporting procedures.



- A format for recording differentiation is enacted in some classrooms across the school.

The current format is not used to target specific skill gaps or misunderstandings in student learning and its implementation is inconsistent across the school.

- The school builds partnerships with parents, families, local businesses and community organisations to improve outcomes for students.

The school has established strong working partnerships and relationships with community organisations including allied Indigenous health, family support, counselling and rehabilitation services to improve opportunities and outcomes for students through its kids of concern process.



2.2 Key improvement strategies

- Revisit the improvement agenda to ensure it maintains a sharp, narrow focus and has clear targets and timelines which will drive the work of the leadership team and teachers in classrooms.
- Develop a clear distributive leadership structure which outlines the roles and instructional leadership responsibilities of team members and their accountability for delivering specific parts of the improvement agenda as measured by appropriate goals, targets and timelines.
- Develop an explicit assessment and data plan with targets and timelines to ensure a consistent model of recording, analysing and monitoring student data to inform teacher practice.
- Enhance the data literacy skills of all staff members to continually monitor student progress and make adjustments to teaching and class groupings in a timely manner.
- Further develop and embed a whole-school coaching, observation and feedback cycle enacted by members of the leadership team, and other staff, which is explicitly aligned to the school improvement agenda.
- Promote high expectations and the belief that students are capable of high academic achievement and allocate resources to support these expectations.
- Build teacher capacity to plan and implement a differentiated curriculum with particular focus on potentially high achieving students.
- Review and update the curriculum, assessment and reporting plan to ensure vertical and horizontal alignment and monitor the progression of learning and accountability across the school.