

Pialba State School

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Pialba State School** from **8 to 10 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

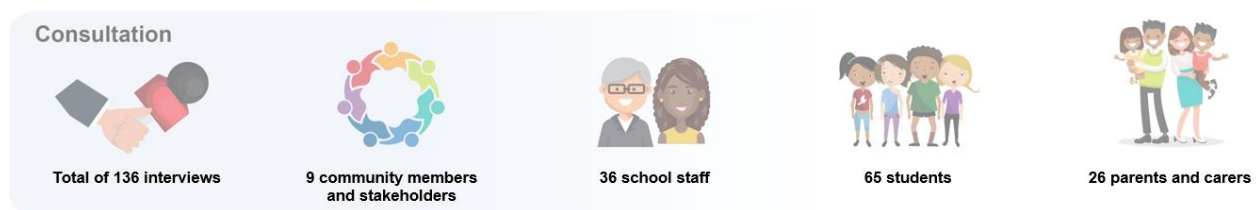
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Louise Wilkinson	Internal reviewer, SRR (review chair)
De Parker	Peer reviewer
Garth Hunt	External reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Butchulla country We acknowledge the shared lands of the Butchulla nation and the Butchulla people of the Butchulla language region.
<b>Education region:</b>	North Coast Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	383
<b>Indigenous enrolment percentage:</b>	30%
<b>Students with disability percentage:</b>	25%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	888

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **28 to 30 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 891 and the school enrolment was 393 with an Indigenous enrolment of 28.3% and a student with disability enrolment of 10.2%.

The key improvement strategies recommended in the review are listed below.

- 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 (Domain 3).
- 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 (Domain 1).
- 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 (Domain 6).
- 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 (Domain 7).
- 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 (Domain 3).

## 2. Executive summary

### 2.1 Key affirmations

#### **Staff articulate the importance of positive, caring and mutually respectful relationships.**

The school's vision, '*Growing together (staff, students and community) to always be our best*' is echoed in the positive commentary from the school community. Students comment they feel a sense of belonging and speak highly of the kindness of staff. They say they feel safe here. Parents consistently comment that upon their arrival at the office, they feel acknowledged and welcomed into the school.

#### **Staff collegiality is a strength.**

Teachers indicate that a highlight of the school is the positive, collegial support that operates among colleagues. A strong ethos of mutual trust and connection exists within the teaching teams. Teachers express they are comfortable and confident in sharing and collaborating with others to address the learning needs of the students.

#### **Staff have high expectations for every student to achieve.**

Leaders and staff consistently express that they want every student to achieve to their potential. Many parents acknowledge the willingness of staff, expressing 'they go far and beyond'. Staff are seen as 'supportive in so many ways'. Numerous students commonly say the best things about the school are 'the teachers and teacher aides' and 'they give good support'. Many staff recognise the visibility of leaders in and around classrooms before, during and after school time.

#### **Working to build relationships with First Nations families is a priority.**

A recent gathering at the school provided the opportunity to introduce local Butchulla Elders and community partners to the school community. A Community Education Counsellor (CEC) is appointed to support the embedding Aboriginal and Torres Strait Islander perspectives in the school for improved learning and wellbeing outcomes of all students.

#### **The school's moderation cycle is embedded.**

Teachers articulate an appreciation of the renewal of the school curriculum, the facilitation of collaborative planning time and the assistance to build their knowledge and understanding of the Australian Curriculum (AC). Teachers reflect that the questions used in the M2 moderation process have led them to reflect and question their choice of pedagogical practice. As part of the Collaborative Assessment of Student Work (CASW) strategies, teachers have been supported to build self-awareness of their own teaching styles, strengths, and knowledge of effective pedagogical practices.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Develop a strategic and coordinated approach to building the instructional leadership of emerging and middle leaders to strengthen their capability to enact strategies that address school priorities.

### **Domain 5:** An expert teaching team

Collaboratively develop and communicate leadership position descriptions to align with the Explicit Improvement Agenda (EIA) and provide clarity of roles, responsibilities and accountabilities for all staff.

### **Domain 7:** Differentiated teaching and learning

Further build the knowledge and understanding of inclusive education amongst all staff to drive the collaborative development of vision for inclusion that highlights inclusive practices that are highly valued by the school.

Develop a whole-school approach to differentiated, focused and intensive teaching to formalise processes and practices that support all students to access, participate and progress through the curriculum.

### **Domain 3:** A culture that promotes learning

Use data sets associated with Positive Behaviour for Learning (PBL) and the Tiered Fidelity Inventory (TFI) tool to identify aspects of Tier 1 universal strategies that require collaborative review, refinement and consistent implementation.