Stafford Heights State School

Executive Summary

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 **Stafford Heights State School** from **7** to **9 September 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 Lead Principal 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

John Bosward	Internal reviewer, SIU (review chair)
Lee Gerchow	Internal reviewer
Jenny Nayler	External reviewer

1.2 School context

Location:	Redwood Street, Stafford Heights
Education region:	Metropolitan Region
Year opened:	1956
Year levels:	Prep to Year 6
Enrolment:	134
Indigenous enrolment percentage:	18 per cent
Students with disability enrolment percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	943
Year principal appointed:	2016 (acting)
Full-time equivalent staff:	9.6 Teaching staff 7.6 Non-teaching staff
Significant partner schools:	Everton Park State High School – Transition programs to High school
Significant community partnerships:	Stafford Heights Kindergarten and Goodstart Stafford Heights – Transition from Kindy to Prep
Significant school programs:	Positive Behaviour for Learning (PBL)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, nine teachers, five teacher aides, 51 students, 15 parents, Business Manager (BM), Parents and Citizens' Association (P&C) president, tuckshop convenor and master teacher.

Partner schools and other educational providers:

- Principal of Everton Park State High School.

Government and departmental representatives:

- State Member for Stafford and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2015-2018
Headline Indicators (2016 release)	School Data Profile (2017, Semester 2)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan
School pedagogical framework	Professional development plans
School Opinion Survey	School newsletters and website
School data plan	WOW: Observations and Teacher Reflections
School based curriculum, assessment and reporting framework	Whole class differentiation reading - template
Case Management at Stafford Heights State School	Stafford Heights State School – School Improvement Phases of Inquiry Reading

2. Executive summary

2.1 Key findings

Staff members embrace the diversity of the school community and build positive and caring relationships amongst staff members, students and parents.

Teachers articulate the importance of teacher-student relationships to motivate students to learn and to improve student learning outcomes. Interactions between staff members, students and parents are positive and respectful. Staff members indicate that they feel well supported in the work they do within the school and speak passionately about their roles.

The school community creates an attractive and stimulating classroom environment that supports learning.

Classrooms are attractively presented with stimulating displays and artefacts to support the teaching and learning process. Staff members report that students engage effectively in learning opportunities. The school presents as calm, orderly and focused on learning.

The school is committed to building an expert teaching team to improve student learning outcomes.

There is an expectation that all staff members will be committed to continuous improvement. The principal has prioritised attracting, retaining and developing the best possible teachers. The school has strategies established to support teachers to develop deep understandings and skills in relation to the explicit teaching of reading and Positive Behaviour for Learning (PBL). Professional Development (PD) sessions, coaching, modelling and feedback, in conjunction with collaborative planning, are utilised to build the expert team.

Teachers utilise student data to identify starting points for teaching and to monitor progress over time.

Teachers collect and enter class data on OneSchool and on school-developed spreadsheets. Processes to develop teacher capacity in data analysis are led by the principal and master teacher in staff meetings and planning meetings. School leaders acknowledge that staff members' data literacy varies. All teachers utilise class achievement data to reflect on the effectiveness of their teaching.

The school has engaged with the regional inclusion coach and other specialist staff members to build the capacity of special education staff members and classroom teachers.

Individual Curriculum Plans (ICP) and behaviour success plans detail program differentiation for identified learning goals. Special Education Program (SEP) teachers meet informally with classroom teachers and school leaders throughout the term. Specialist SEP teachers work with classroom teachers to support students with disability. A formal process for SEP staff members to build classroom teacher capacity in inclusive practices is yet to be developed.

The school is committed to the use of effective teaching practices.

School leaders are committed to pursuing research on effective teaching practices, especially in relation to reading comprehension. The school's pedagogical framework identifies curriculum and assessment planning processes, and the explicit teaching approach. Clarity regarding the specific Gradual Release of Responsibility (GRR) research model is yet to be clearly articulated.

Teachers utilise a range of formative assessment tasks to build student success.

Students report that teachers provide information regarding their next steps in learning. Teachers provide students with verbal feedback and some utilise more written feedback to communicate specific understandings and skills required.

The principal and school staff members are united and committed to improving learning outcomes for all students.

The principal has established and is driving a narrow and sharp Explicit Improvement Agenda (EIA) of improving students' reading skills, creating and maintaining a positive and supportive school environment, enhancing transition processes and improving student attendance levels.

The school builds and maintains partnerships with families, local businesses and community organisations to improve learning opportunities and outcomes for students.

It is widely acknowledged that these partnerships are vital in re-establishing the school's reputation in the community as a school of choice. Clear links exist between community partnerships and local student learning needs. Ongoing evaluation of these partnerships occurs and staff members and the school community are familiar with the purpose and outcomes of these partnerships.

2.2 Key improvement strategies

Provide further PD to increase staff data literacy and ownership.

Develop and implement an action plan for inclusive practices within the school to build all teachers' capacity to cater for all students within the mainstream setting.

Clarify the research base of the school's explicit teaching approach and reflect this in the pedagogical framework.

Further develop and enact a school-wide approach to the use of timely, purposeful and written feedback to students regarding their next steps in learning.

Sustain an EIA with a narrow and sharp focus to further embed a school-wide understanding of, and commitment to, identified priorities and targets.