

Stafford Heights State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Stafford Heights State School** from **11 to 15 November 2021**.

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.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Leah Mullane	Internal reviewer, EIB (review chair)
Kaarin Littleton	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Redwood Street, Stafford Heights	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	220	
Indigenous enrolment percentage:	20.4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	10.9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	14.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1038	
Year principal appointed:	2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), 13 teachers, Business Manager (BM), office staff member, nine teacher aides, two cleaners, 64 students and 37 parents.

Community and business groups:

- President of Parents and Citizens' Association (P&C) and tuckshop convenor.

Partner schools and other educational providers:

- Everton Park State High School, Stafford Early Childhood Development Program (ECDP) and director of Stafford Heights Kindergarten.

Government and departmental representatives:

- State Member for Stafford and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	SORD
Investing for Success 2021	Strategic Plan 2018–2021
School budget overview	School Data Profile (Semester 1, 2021)
OneSchool	Headline Indicators (October, 2020 release)
Professional learning plan 2021	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	Student Code of Conduct
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school is described by members of the community as a ‘student-centred school’.

The priority area of school culture has been a focus for improvement within the strategic plan for the previous four years. The principal describes the change in school culture due to the dedication of staff members. Whole-school Positive Behaviour for Learning (PBL) systems are embedded as part of the everyday ways of working. Students, staff and parents articulate a strong understanding of the school’s rewards and consequences systems. Teachers understand that relationships with students are key to engaging them in the school and learning.

The principal and staff members articulate a strong dedication to the ongoing improvement of the school.

Members of the school community describe the school’s journey for change within the previous years as a positive experience. Staff members strive for continual improvement to ensure learning and wellbeing are supported for all students. The principal is acknowledged as a caring, thoughtful and strategic leader who is committed to ensuring student success. Staff members speak enthusiastically of the changes to the school through the previous years’ improvement agendas. Parents express appreciation for staff commitment to the school.

The school team is united and committed to the ongoing growth of student outcomes through the improvement agenda.

The 2021 Annual Implementation Plan (AIP) is aligned to the strategic plan with two priority areas of writing and school culture. Outlined within the AIP are 42 actions for implementation with evidence, timelines and responsible officers. Staff members articulate writing and culture as the Explicit Improvement Agenda (EIA) and describe the classroom-based strategies that are enacted in relation to these priorities. A clear understanding of the strategies and actions aligned to the EIA is yet to be fully articulated by staff members.

The leadership team and staff members understand high quality curriculum planning and implementation are key to improving student achievement outcomes.

Teachers are released from class each term for collaborative planning with the Head of Department – Curriculum (HOD-C) and support teacher. The school’s template for English planning includes alignment to the Australian Curriculum (AC) achievement standards and content descriptors, coverage of general capabilities and cross-curriculum priorities, unpacking of the marking guide, description of a ‘know and do’, ‘Bump it up’ descriptions, a sequence of delivery and a section for review. The school leadership team indicates an intention to develop staff capability in planning and implementing the AC across all learning areas.



Staff members recognise the importance of data collection and analysis in understanding student progress and informing next steps in student learning.

Student improvement is measured through Level of Achievement (LOA) data. The principal collates LOA data to review at staff meetings. Teachers review the percentage of students at A-C and A-B levels within their year level cohorts. The principal supports teachers in the development of predictions for the next semester to support the creation of improvement targets. The systematic analysis of LOA data, including the disaggregation of priority groups and triangulation with other key data sets, to review trends and inform future priorities is yet to be fully actioned.

Teachers aspiring to leadership roles are supported through the range of opportunities to develop leadership capability and lead core elements of the improvement agenda.

Attention is paid to strengths and areas for improvement in the school-wide team, with strategies established to recruit staff with particular expertise, to train staff to address specific needs, and to support staff to commit to the school's improvement agenda. A newly established leadership team, comprising the principal and HOD-C has been in place for 12 months. The principal indicates a desire to further develop the instructional leadership capability of current and aspirant leaders to support the implementation of the EIA.

The school leadership team actively encourages teachers to know students and tailor teaching and learning to meet student needs.

Teachers identify the curriculum planning sessions conducted each term as the initial reference point to differentiate their classroom teaching. These planning sessions provide an opportunity for teachers to collaboratively plan English curriculum units. The adjustments are recorded in the unit planning templates to guide teachers on how they differentiate their teaching. Some staff recognise the need for further skilling and enhanced knowledge when planning adjustments for students with disability. Some teachers indicate that strategies to challenge and extend those students who are identified as more able learners are yet to be developed.

Staff members identify collegiality as a strength of the school staff team.

Strong appreciation of collegial support amongst all staff is apparent, with some teachers and teacher aides communicating that they share practice and provide feedback to each other. Relationships are characterised by professional behaviours and a strong sense of trust across the team. Staff members describe a culture of mutual respect, with open sharing of practice and supportive interactions. The 'open-door' approach supports a climate of collaborative professional learning. Teacher aides are highly valued members of the teaching team.



A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

A belief exists across the school that every student is valued and capable of successful learning. A strong collegial culture of inquiry and innovation is apparent amongst staff, and parents are valued as partners in student learning. The open door approach applied by the principal and staff is appreciated by parents and members of the wider school community who comment that the school is a very welcoming setting.



2.2 Key improvement strategies

Review and refine the EIA, with clear actions for implementation and roles, responsibilities and accountabilities for all staff members.

Strengthen staff understanding of the planning and implementation of the AC across all learning areas.

Develop processes for the systematic analysis of LOA data, including disaggregation of priority groups and triangulation of data sets to review trends and inform future priorities.

Build the instructional leadership capability of the leadership team and identified staff, enhancing the enactment of the EIA and supporting consistent implementation of agreed practices.

Strengthen staff capability in understanding and implementing high impact differentiation strategies to cater for the range of students, including high achieving students.