



# School Improvement Unit Report

## Nobby State School





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## 1. Introduction

### 1.1 Background

This report is a product of a review carried out at **Nobby State School** from **24 to 25 August 2016**. 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

<b>Location:</b>	Davenport Street, Nobby
<b>Education region:</b>	Darling Downs South West Region
<b>The school opened in:</b>	1897
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	50
<b>Indigenous enrolments:</b>	18 per cent
<b>Students with disability enrolments:</b>	8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1 000
<b>Year principal appointed:</b>	2008
<b>Number of teachers:</b>	2.67 (full time equivalent)
<b>Nearby schools:</b>	Greenmount State School, Emu Creek State School, Back Plains State School, Pilton State School, Clifton State School, Clifton State High School, Leyburn State School
<b>Significant community partnerships:</b>	Nobby Heritage And Development Association, Rudd's Pub, Clifton Returned and Services League (RSL) Club, Clifton Community Health, Nobby Country Markets, Sister Kenny Memorial, Nobby Forge/ Blacksmith, Nobby Museum
<b>Significant school programs:</b>	Pastoral care, early years reading program, buddy time, circle time, instrumental music, French - Prep to Year 6



### 1.3 Review methodology

The review was conducted by a team of two 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 (ARD)
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Guidance officer, special education teacher, Speech Language Pathologist (SLP)
  - Two teachers
  - Six teacher aides
  - School chaplain, 10 students and 10 parents
  - Parents and Citizens' Association (P&C) president and school council chair
  - Representative day care facility
  - Head of Department (HOD), Clifton State High School
  - Principal, Leyburn State School
  - State Member for Condamine, Mr Pat Weir

### 1.4 Review team

Peter Cooper	Internal reviewer, SIU (review chair)
Lisa Noonan	Peer reviewer

### 1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



## 2. Executive summary

### 2.1 Key findings

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

Staff members demonstrate this commitment in their daily work through delivering programs to individual students, groups of students and classes, and through their ongoing professional discussion and reflection to cater for the needs of all students. Benchmarks and targets in the priority area of writing are yet to be identified. The extent to which targets in reading have been communicated to the wider community is unclear.

- The principal and staff members place a high priority on the systematic collection and analysis of a range of student learning data relating to academic performance.

Regular sessions on data analysis, in relation to the key priority areas of reading, writing, spelling and the National Assessment Program – Literacy and Numeracy (NAPLAN), are scheduled throughout the year. Classroom teachers and teacher aides attend Monday meetings and comment on how these sessions inform practice and next steps for teaching, and builds skill and understanding.

- The school is committed to the belief that every student is capable of successful learning.

Staff members place a high priority on building respectful relationships with students, parents and their colleagues. Students articulate how they enjoy coming to school and comment on the close, supportive relationships that exist between students across all year levels. Students stated that all students are welcomed into the school community which creates a safe place to be. Consistent school-wide practices in promoting positive behaviours, student wellbeing and leadership is developing.

- The school applies its physical, human and financial resources in a targeted manner to support school priorities and the Explicit Improvement Agenda (EIA) of reading and writing.

Data is used to identify student learning needs and allocate resources to improve learning outcomes. Funds are allocated to the employment of teacher aides who deliver a range of differentiated programs to support individual students and to work beside teachers in delivering classroom programs to small groups. Differentiated programs for high performing students are developing.



- The principal and teaching staff members take collective responsibility for improving student learning and have built a school-wide, professional team of highly competent staff members.

Teachers are experts in the fields they teach, are confident in teaching their students and are eager to continue to expand their teaching knowledge and skills to improve on current practices. Staff members participating in ongoing Professional Development (PD) closely aligned to the school's improvement agenda.

- Alignment is demonstrated between curriculum delivery, term and unit plans, classroom teaching and regular assessment of student progress, in relation to curriculum expectations.

The principal ensures teaching and learning is directed towards all students being proficient in the basics. The cross-curricular skills and attributes of literacy, numeracy and Information and Communication Technology (ICT) are apparent in planning, . A whole-school assessment framework is yet to be developed. Learning experiences and school programs to challenge and engage high performing students is developing.

- The school's pedagogical framework identifies Explicit Instruction (EI) as a school priority. Staff members receive coaching and feedback on the implementation of EI in their classroom.

A school reading framework identifying consistent approaches and practices in the teaching of reading is yet to be developed. Alignment between the school's pedagogical framework and current classroom teaching practice is developing.

- Teaching staff provide students with developmental feedback, in the area of writing, on how to improve. A school marking guide is used by teachers to provide feedback to students and to monitor student progress.

Consistent practices in providing regular and timely feedback to students are developing. Consistent practices in working to build students' beliefs in their capacities to learn successfully and their understanding of the relationship between effort and success, through individual student goal setting, is developing.



## 2.2 Key improvement strategies

- Collaboratively develop a sharp and narrow improvement agenda which identifies priorities with associated strategies, timelines, achievable and measurable targets, monitoring and appropriate budget. Communicate and promote this narrow and sharp improvement agenda to the whole-school and the wider community.
- Develop and implement a school-wide pedagogical approach to the explicit teaching of reading.
- Develop and implement a school assessment framework. Review the assessment schedule to include all assessments including systemic, standardised and classroom assessments.
- Implement challenging and engaging learning opportunities for high performing students.
- Develop and implement a school policy on goal setting and feedback to students.
- Collaboratively review the responsible behaviour plan to ensure consistent school-wide practice in promoting positive student behaviour.
- Develop a whole-school approach to student wellbeing and student leadership.





### 3. Findings and improvement strategies against the domains

#### 3.1 An explicit improvement agenda

##### Findings

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

Staff members demonstrate this commitment in their daily work through delivering programs to individual students, groups of students and classes, and through their ongoing professional discussion and reflection.

The school undertakes to understand current achievement levels of students and how achievement levels have changed over time for the full range of students, including those with particular needs.

The school has developed a suite of strategic documents which articulate priorities to be addressed through a range of strategies and actions.

The Strategic Plan 2013 – 2016 identifies priorities for 2016 in the areas of reading, writing, Australian Curriculum (AC) implementation, and pedagogy and staff development. The 2016 Annual Implementation Plan (AIP) identifies strategies and actions to achieve outcomes in each of these areas. A target for improvement in writing is identified. Targets in other areas are yet to be identified in the AIP.

The EIA (EIA) – 2016 identifies reading and writing as key priorities, and to maintain the priority area of spelling from previous years. The EIA sets benchmarks based on Darling Downs South West Region benchmarks and school targets in PAT-SPG, Spelling Mastery, PAT-R, PM Benchmark and PAT-M. Benchmarks and targets in the priority area of writing are yet to be identified.

Investing for Success (I4S) agreement identifies targets in the priority areas of reading and writing. Targets for reading are expressed in terms of 100 per cent achievement of Darling Downs South West Region benchmarks, and 100 per cent achievement of National Minimum Standard (NMS) in NAPLAN.

The extent to which these targets have been communicated to the wider community is unclear.

The school has clearly articulated strategies to improve levels of student achievement through Reading Mastery<sup>1</sup>, Spelling Mastery<sup>2</sup>, QuickSmart numeracy<sup>3</sup> and MultiLit<sup>4</sup> intervention programs.

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<sup>1</sup> Engelmann, S., & Hanner, S., (2008). *Reading Mastery*, SRA McGraw-Hill





The school clearly sets high expectations for student engagement and attendance.

The school has implemented circle time, buddy groups and a pastoral care program to improve levels of student wellbeing. Documentation of these programs and processes to monitor their success in improving student learning outcomes are yet to be developed.

The EIA identifies a review to occur in June and November. A documented and systematic process for monitoring progress towards targets is yet to be developed.

### **Supporting data**

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning log 2016, pedagogical framework, curriculum overviews, 2016 STLaN Timetable, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement Strategies**

Collaboratively develop a sharp and narrow improvement agenda which identifies priorities with associated strategies, timelines, achievable and measurable targets, monitoring and appropriate budget.

Communicate and promote this narrow and sharp improvement agenda to the whole school and wider community.

Document programs to improve student wellbeing.

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<sup>2</sup> Dixon R; Engelmann S; Steely D & Wells, T., (2007). *Spelling Mastery*, SRA McGraw-Hill

<sup>3</sup> *QuickSmart Numeracy*, (2011). University of New England

<sup>4</sup> Wheldhall, K., (2007). *MultiLit*, Macquarie University, Sydney



## 3.2 Analysis and discussion of data

### Findings

The principal and staff members place a high priority on the systematic collection and analysis of a range of student learning data relating to academic performance.

The 2016 Support Teacher Literacy and Numeracy (STLaN) timetable is a schedule which identifies tests instruments and when they are to be administered throughout the year. Instruments identified are PAT-R, PM Running records, sight words, number facts, PAT-M, Waddington spelling and reading, PAT-SPG, PAT-Vocab. The Fountas and Pinnell<sup>5</sup> assessment of reading and the Informal Prose Inventory are used and not identified in the schedule. Alignment between the timetable and practice is unclear.

The school uses testing tools and other assessment instruments to monitor school-wide achievement and progress in reading, spelling and mathematics. Pre and post assessments are administered in mathematics every two weeks using Essential Assessment<sup>6</sup>. These assessments are used to inform next steps for teaching and to monitor the progress of individual students over time. Assessments from Spelling Mastery are administered every five to 10 lessons and used to inform teaching and monitor progress. All standardised assessments are recorded on OneSchool.

Regular sessions on data analysis, in relation to key priority areas of reading, writing, spelling and NAPLAN are scheduled throughout the year. Classroom teachers and teacher aides attend these Monday meetings and commented on how these sessions inform practice and next steps for teaching, and build skill and understanding in data analysis.

The principal schedules meetings with individual teachers to discuss classroom data and next steps for teaching. These half-day meetings occur twice yearly. Meetings are structured with a detailed agenda.

The school is participating in a cluster project to use the NAPLAN writing task marking guide to improve student outcomes in the priority area of writing. Data analysis is used to identify areas for writing development. Students are given multiple opportunities to practise writing skills required for success and receive developmental feedback on how to improve. A school marking guide is used by teachers to provide feedback to students and to monitor student progress. Some class writing samples are presented for analysis

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<sup>5</sup> Pinnell, G. S., & Fountas, I. C. (2007). *The Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support*. Heinemann.

<sup>6</sup> *Essential Assessment*, Website subscription <https://www.essentialassessment.com.au/>



through team discussion at the Monday meetings of staff members. Consistent practice is developing.

Processes for collection of data in relation to cross-curricular skills, levels of student resilience, wellbeing and social and emotional development are yet to be developed.

The school uses data systematically to inform decisions in relation to school-based programs, class programs and interventions for individual students.

The school's EIA is to improve student outcomes in reading and writing, and maintain performance in spelling.

The school's performance in relation to percentage of students in the Upper Two Bands (U2B) in NAPLAN 2015, when compared to Similar Queensland State Schools (SQSS) is similar to, in Year 3 writing, above in numeracy and below in reading, spelling, and grammar and punctuation. In Year 5, the school's performance is above in numeracy similar in spelling, and below in reading, writing, and grammar and punctuation.

The school's Mean Scale Score (MSS) for NAPLAN 2015, when compared to SQSS is similar to in all strands in Year 3, except for the strand of grammar and punctuation where it is below SQSS. In Year 5, the student performance is similar to SQSS in all strands, except for numeracy in which the school is above SQSS.

The school's performance in relation to the percentage of students at or above NMS in NAPLAN 2015, when compared to Queensland State Schools (QSS) is below in the strands of reading, and grammar and punctuation in Year 3, and above in all strands in Year 5.

The relative gain of students Year 3 – Year 5, when compared to SQSS 2013 – 2015 is above in spelling, similar to in reading, writing and numeracy, and below in grammar and punctuation.

### **Supporting data**

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning log 2016, pedagogical framework, curriculum overviews, 2016 STLaN Timetable, budget overview, school professional development days, professional development plans, OneSchool, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement Strategies**

Review the assessment schedule to include all assessment including systemic, standardised and classroom assessments.

Implement school wide, consistent practice in analysis of writing samples.



Develop processes for collection of data in relation to cross curricular skills, levels of student resilience, wellbeing and social and emotional development.



### 3.3 A culture that promotes learning

#### Findings

The school is committed to the strongly held belief that every student is capable of successful learning. Staff members place a high priority on building respectful relationships with students, parents and their colleagues. There is a strong culture of mutual trust between staff members and a commitment to doing what is in the best interest of student's learning and welfare.

Students articulate how they enjoy coming to school and comment on the close, supportive relationships that exist between students across all year levels. Students stated that all students are welcomed into the school community which creates a safe place to be.

Students comment how the teachers help them to learn, and provide individual guidance and support for their learning.

Parents identify the caring, open and respectful environment as a reason they are attracted to the school. This respect and openness is reflected in the open communication between parents and staff members, and the willingness of staff members to engage and address concerns.

Parents speak favourably of the effectiveness of communication between the school and home through formal and informal channels of communication. The school uses a range of communication channels including Facebook, text messages, the school newsletter, individual classroom message boards, the school sign and student diaries. Parent information nights are held at the beginning of every term to outline curriculum expectations and excursions. A class curriculum report is included in the school newsletter.

The school has processes developed to support student wellbeing, and social and emotional development of students. A pastoral care program, weekly breakfast club, circle time and buddy groups are organised and supported by the school chaplain and other staff members. The school chaplain is a trained presenter and will deliver the Triple P parenting program.

PD is provided through the cluster to support staff and community self-improvement and wellbeing.

The school has a revised Responsible Behaviour Plan and process for managing student behaviour. Students are able to outline school processes to manage student behaviour and promote positive behaviours. Consistent school-wide practice in promoting positive behaviours, student wellbeing and leadership is developing. Student behaviour ladders are displayed in classrooms. Some students monitor their behaviour and the achievement of an appropriate behaviour level in personal goal booklets. Students and parents express varying degrees of support for the effectiveness of these strategies.



The school has adopted Essential Skills for Classroom Management (ESCM) as a key strategy for positively, engaging students in class.

The school grounds are attractive and welcoming with a central 'village green' and surrounding trees, shrubs and gardens. Classrooms are attractive with displays of student work providing an engaging learning environment.

The school target for attendance is 95 per cent. The attendance rate, for Term 3, 2016 is 94.1 per cent. Average attendance rate, 2015 is 92.5 per cent. The percentage of students attending for less than 85 per cent, Term 3, 2016 is 10 per cent. The percentage of students attending for less than 85 per cent, 2015 is 18.5 per cent.

Staff and parents express overall levels of satisfaction with the school, which are above Like Schools, School Opinion Survey (SOS), 2015.

Students express overall levels of satisfaction with the school, which are below Like Schools, School Opinion Survey, 2015.

### **Supporting data**

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning log 2016, pedagogical framework, curriculum overviews, 2016 STLaN Timetable, budget overview, school professional development days, professional development plans, OneSchool, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement Strategies**

Collaboratively review the Responsible Behaviour Plan for Students (RBPS) to ensure consistent school-wide practice in promoting positive, student behaviours.

Develop a whole-school approach to developing student wellbeing and student leadership.





### 3.4 Targeted use of school resources

#### Findings

The school applies its physical, human and financial resources in a targeted manner to support school priorities and the EIA of reading and writing.

Data is used to identify student learning needs in spelling, numeracy, reading and writing. Resources are allocated to improve student learning outcomes in these areas.

Funds are allocated to the employment of teacher aides who deliver a range of differentiated programs to support individual students and to work beside teachers in delivering classroom programs to small groups.

A teacher aide delivers intervention programs to individual students to support development of speech and oral language.

Discretionary funds are allocated to employment of a Speech Language Pathologist (SLP), who supports and mentors the teacher aide and manages the programs.

Discretionary funds are allocated to increase the allocation of the guidance officer to support programs for identified students.

A teacher aide is employed to deliver targeted intervention programs to identified students in literacy, through the MultiLit program. Teacher aides are integral to the delivery of the classroom reading program, working with ability grouped students on literacy tasks.

Funds are allocated to employ a teacher aide to organise and facilitate the school playgroup. The Prep –Year 1 teacher supervises the program. Funds are allocated to PD to build teacher skills in the key priority area of writing.

Independent Public School (IPS) funds are allocated to provision of an instrumental music program.

Current bank balance 24 August 2016 is \$104 348.

I4S funds total \$21 450 for 2016. These funds are allocated to: increase the time the SLP spends in the school, implement PreLit for all Prep students, purchase additional allocation of a languages teacher to deliver a program Prep - Year 6, and the employment of additional teacher aide time for literacy blocks.

#### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning log 2016, pedagogical framework, curriculum overviews, 2016 STLaN Timetable, budget overview, school professional development days, professional development plans, OneSchool, school website, school newsletters, staff, student and leadership team interviews.





### **Improvement Strategies**

Monitor all programs to ensure allocation of resources to programs and strategies are achieving planned outcomes.



### 3.5 An expert teaching team

#### Findings

The principal and teaching staff take collective responsibility for improving student learning and have built a school-wide, professional team of highly competent staff.

The principal models professional learning through involvement in cluster initiatives to deliver quality PD in priority areas.

The principal has ensured strategies are established to assist teachers and teacher aides to develop and share deep understandings of how students learn. This is apparent in the implementation of research-based, intervention programs such as QuickSmart Numeracy and MultiLit which enhance student learning. Processes to monitor the success of these programs are developing.

Teachers are experts in the fields in which they teach, are confident in teaching their students, and are eager to continue to expand their teaching knowledge and skills and improve on current practices. Staff members participate in ongoing PD closely aligned to the school's improvement agenda

The principal works closely with cluster colleagues in building a culture of collaboration and building capacity through networking.

Teachers and teacher aides are open and positive regarding receiving collegial feedback on their teaching practice, receptive to twice a term coaching and feedback opportunities around Explicit Instruction (EI) and ESCM. A formal program for coaching and feedback is enacted. Links between the school's improvement agenda and formalised coaching and feedback are developing.

Teachers and teacher aides participate in Performance Development Plan (PDP) meetings which link to the Australian Professional Standards for Teachers and are aligned with the budget, I4S targets and the school's improvement agenda. Staff members regard these meetings as valuable and purposeful. A professional learning plan for all staff members, aligned to school priorities, and with associated budget and timelines, is yet to be developed.

#### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning log 2016, pedagogical framework, curriculum overviews, 2016 STLaN Timetable, budget overview, school professional development days, professional development plans, OneSchool, school website, school newsletters, staff, student and leadership team interviews.



### **Improvement Strategies**

Implement school wide processes to monitor programs for planned outcomes for student learning.

Develop a whole-school professional learning plan aligned to the budget, school and system improvement agendas.

Embed coaching and mentoring for all staff members to build a positive, reflective culture of continuous learning and improvement focused on the school's improvement agenda.



### 3.6 Systematic curriculum delivery

#### Findings

The school's curriculum plan and delivery addresses learning areas, giving priority to English, mathematics, science and humanities. Vertical alignment of the curriculum using a two year cycle in multi-age classes to ensure continuity and progression across the years of school is developed.

School curriculum documents are aligned to the AC and include an English plan, a mathematics plan, small school science plan, history and geography plans, and a writing framework. A framework for the teaching of reading is yet to be developed.

Alignment is demonstrated between curriculum delivery, term and unit plans, classroom teaching and regular assessment of student progress in relation to curriculum expectations. A whole-school assessment framework is yet to be developed.

The principal ensures teaching and learning focuses on all students being proficient in the basics. School and regional benchmarks are targeted and monitored. Planning is stored on G Drive by classroom teachers. Consistent practice is developing.

Staff members use curriculum documents as the basis for ongoing scheduled and informal discussions regarding the best ways to maximise student learning. Discussions relate to content descriptions, learning intent and achievement standards in the AC.

The cross-curricular skills and attributes of literacy, numeracy and ICT are apparent in planning, teaching and student learning opportunities. Learning experiences and school programs to challenge and engage high performing students are developing.

The school places a priority on making the curriculum locally relevant through the key learning area of history and adopts a strength-based approach to recognising, valuing and building on students' existing knowledge and skills.

Parents are informed regarding the current teaching and learning through parent information evenings, and learning intentions are shared by teaching staff.

Teaching staff use informal and formal discussions regarding curriculum in order to maximise student learning and wellbeing.

Reporting processes are aligned with the AC and designed to provide parents with information regarding student achievement aligned to year level achievement standards. Report cards are shared with parents at timetabled face-to-face meetings once per semester.

High levels of involvement by parents and carers are established.

The school is participating in the development of a cluster small school, English plan.



### **Supporting data**

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning log 2016, pedagogical framework, curriculum overviews, writing framework, 2016 STLaN timetable, budget overview, school professional development days, professional development plans, OneSchool, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement Strategies**

Develop and implement a school assessment framework.

Develop and implement a reading framework.

Investigate a school-wide approach to embed the cross-curricular skills of creativity and critical thinking skills.

Investigate ways to enable teachers to access electronic, school planning documents outside of the school.



### 3.7 Differentiated teaching and learning

#### Findings

All staff members articulate the belief that every student can be a successful learner when provided with appropriate and timely learning opportunities and support.

The school believes that students are at different stages in their learning and progress at different rates. This is demonstrated by the use of Spelling Mastery and Reading Mastery to provide individualised learning programs in literacy.

All staff members routinely discuss current student data sets to check for understanding and continually make adjustments to teaching where they identify skill gaps or misunderstandings. Time is regularly allocated at Monday staff meetings to discuss student learning outcomes. This is highly valued by staff members. Consistent school-wide practice in recording differentiation for individual students is developing.

The school has introduced a range of intervention programs for students requiring additional support for learning. Pre and post assessment in mathematics, using the Essential Assessment is used to monitor student progress and differentiate teaching and learning. MultiLit programs and the Reading Tutor program are delivered to identified students. Programs to engage, challenge and extend high performing students are developing.

Students are ability grouped across classes, with flexibility of movement determined by routine data captures.

Teachers regularly consult with specialist staff, including the guidance officer, special education teacher and the SLP, to ensure reasonable adjustments are made to meet the needs of Students with Disability (SWD). Parents are viewed as valued partners in learning.

Individual Curriculum Plans (ICP) are developed for students who meet the criteria. ICP are regularly reviewed with parents and support staff. ICP for high achieving students are yet to be developed.

The student support team meets once per term to review all students on intervention programs and monitor progress towards targets.

#### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning log 2016, pedagogical framework, curriculum overviews, 2016 STLaN Timetable, budget overview, school professional development days, professional development plans, OneSchool, school website, school newsletters, staff, student and leadership team interviews.



### **Improvement Strategies**

Develop and implement school programs to challenge and engage high performing students.

Embed consistent school-wide practice for recording differentiation for individual students.





### 3.8 Effective pedagogical practices

#### Findings

The school places a high priority on implementing highly effective, teaching strategies to improve learning throughout the school.

The school pedagogical framework is research-based and references include the work of Archer and Hughes<sup>7</sup> and John Hattie<sup>8</sup>. EI is identified as the signature school-wide pedagogy. The pedagogical framework identifies a range of school-wide practices to be implemented. Consistency in the implementation of these practices is developing.

The principal keeps informed of research on effective teaching practice and provides a range of opportunities for staff members to maintain and build their knowledge, and practice in these pedagogies. The teaching of reading and writing are school priorities. Staff members' knowledge and practice in the teaching of writing is supported through the participation in Creating Successful Writers and a research-based project on NAPLAN writing. A consistent, school-wide approach to the teaching of writing is articulated in a school's writing framework. A framework identifying school-wide pedagogies in the teaching of reading is yet to be developed.

The principal has established clear expectations relating to EI and ESCM and provides regular structured feedback to staff members in relation to their practice in these areas. Teachers and teacher aides identify the elements of EI or the ESCM on which they request feedback.

Students feel safe, engaged in their learning and acknowledge that they feel they can take risks in their learning, and are well-supported by their teachers and peers.

All staff members participate in cluster PD and share effective pedagogical practice in relation to the school's improvement agenda, as well as cluster initiatives.

The principal establishes and communicates clear expectations concerning the use of effective teaching strategies and regularly models these in classrooms.

Teachers have embedded the regular practice of collecting data, collaboratively analysing data as a team and ensuring this informs future teaching and learning.

Consistent practices in providing regular and timely feedback to students are developing.

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<sup>7</sup> Archer, A.L., & Hughes, C.A., (2011), *Explicit Instruction: Effective and Efficient Teaching*. Guilford Press.

<sup>8</sup> Hattie, J. (2008), *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*, Routledge.



Consistent practices in working to build students' beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success through individual student goal setting is developing.

Reading and spelling rotations are valued among staff members and these occur three and four times a week, respectively. Students are explicitly taught skills based on individual learning needs. Students are grouped according to these learning needs. Student learning data is monitored for progress.

### **Supporting data**

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning log 2016, pedagogical framework, curriculum overviews, 2016 STLaN Timetable, budget overview, school professional development days, professional development plans, OneSchool, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement Strategies**

Embed the school pedagogical framework in classroom practice.

Collaboratively develop and implement an explicit school-wide pedagogical approach to the teaching of reading.

Collaboratively develop and implement protocols for the setting of individual student learning goals.

Collaboratively develop and implement protocols for providing regular and timely feedback to students.

Align areas for feedback to staff members with the school's improvement agenda.



### 3.9 School-community partnerships

#### Findings

The school is an integral part of the rural community which it serves. It has built a range of partnerships within and beyond the school to increase opportunities for students and to support their academic, social and emotional growth, and development. These partnerships are varied and operate on a range of levels and are all aimed at contributing to positive outcomes for students.

The school places a high priority on the partnership between parents and the school, based on respect and effective communication. Parents speak of their high regard for the school and their positive relationships with staff members.

The school actively seeks the services of outside providers and advisors in supporting the academic, medical and welfare needs of individual students.

The Parents and Citizens' Association (P&C) value the work of the school and financially support school initiatives through fundraising and grant writing. The P&C financially supports the school camp program. The principal provides a detailed report at the monthly P&C meeting to keep parents informed of the school's priorities and operations.

The school is an Independent Public School with a functioning school council. Training for school council members is provided on the role and function of the school council.

The school has established partnerships with a number of local businesses to donate food for the school chaplain's weekly breakfast club. The local hotel makes an annual capita contribution to supplement school funds. The P&C participate in the local monthly markets organised by Nobby Heritage Association.

Community organisations participate in the school's ANZAC Day commemoration.

The principal plays a leadership role in the local cluster of schools through the Clifton Cluster collaboration days. A collaboration day is planned for each term. Collaboration days provide opportunities for PD on cluster priorities, such as the teaching of writing and for sharing practice. The principal of a nearby school provides PD to staff members once per term on EI. The principal supports a principal colleague as mentor and coach through a structured, coaching program.

The school participates in two, cluster days a year for the moderation of student work.

The State Member for Condamine speaks of his engagement with the school in addressing traffic safety needs and the school's positive influence in the community.

Transition arrangements for Year 6 students to Clifton State High School are comprehensive and well developed. Arrangements include visits of high school staff, including the principal, to the primary school to collect student data, and meet students and Year 6 teachers. This is followed by a number of opportunities for Year 6 students to visit the high school including an open day, peer power day and transition day in the last



week of the school year. Champion days for SWD provide opportunities to engage in curriculum activities at the high school.

The school organises a playgroup once per week. The playgroup is staffed with a teacher aide and the program is supervised by the Prep – Year 1 teacher. Transition to Prep days are organised. Formal arrangements between the school and transition to Prep programs are developing.

### **Supporting data**

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning log 2016, pedagogical framework, curriculum overviews, 2016 STLaN Timetable, budget overview, school professional development days, professional development plans, OneSchool, school website, school newsletters, staff, student and leadership team interviews.

### **Improvement Strategies**

Review all partnerships to ensure partnerships with outside organisations meet planned objectives.

Formalise transition to Prep programs.



#### **4. Follow-up timelines**

- School to publish the executive summary on their website within two weeks.
- School to meet with ARD to discuss review findings and improvement strategies.