Kenmore South State School

School Review Report

School Improvement Unit

Queensland Government

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

©Josiah Omeenyo 2011

Contents

3

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kenmore South State School** from **16** to **18 October 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Garry Lacey   Internal reviewer, SIU (review chair)

Michelle D'Netto   Peer reviewer

Ken Swan   External reviewer

1.2 School context

Location:	Kersley Road, Kenmore
Education region:	Metropolitan Region
Year opened:	1967
Year levels:	Prep to Year 6
Enrolment:	666
Indigenous enrolment percentage:	1 per cent
Students with disability enrolment percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1168
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	37.2
Significant partner schools:	Kenmore State School, Kenmore State High School
Significant community partnerships:	Kenmore Alliance of Schools, Metropolitan Digital Alliance, Rotary, Positive Pedagogies – Queensland University of Technology (QUT) and Griffith University, Roots and Shoots, Dr Tony Pressland – scientist
Significant school programs:	iLearn, Positive Agile Learners (PALs)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), guidance officer, two Support Teachers – Literacy and Numeracy (STLaN), two Special Education Program (SEP) teachers, two Health and Physical Education (HPE) teachers, two music teachers, two eLearn coaches, strings teacher, instrumental music teacher, 25 classroom teachers, Business Manager (BM), three administration officers, 11 teacher aides, two ancillary staff members, 21 parents, 36 student leaders and 102 students.

Community and business groups:

- Toowong Rotary club representative, Story Dogs representative, school chaplain, Parents and Citizens' Association (P&C) president, school council chair and Adopt-a-Cop.

Partner schools and other educational providers:

- Principal local high school, colleague principal local cluster school and director local kindergarten.

Government and departmental representatives:

- Councillor for Pullenvale Ward Brisbane City Council, State Member for Moggill, Representative for Federal Member for Ryan and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School improvement targets	Positive Pedagogies artefacts
Whole School Support framework	Observation and feedback proforma
Student code of conduct	Standards of Practice document
Reading, writing and spelling frameworks	Reasonable adjustments for students with diverse needs document
School based curriculum, assessment and reporting framework	Report card and NAPLAN update Semester 1 2019

2. Executive summary

2.1 Key findings

School leaders are committed to enhancing the professional culture of the school.

Classroom teachers acknowledge the benefits of their year level teams and the strong levels of collegiality that exist amongst staff members. Teachers regularly meet to discuss matters pertaining to curriculum, teaching and learning. Key aspects of these meetings involve year level teachers working with colleagues and school leaders to collaboratively plan curriculum units, analyse data and foster professional discussions. The sharing of curriculum resources and pedagogical practices is commonplace amongst the work of school staff members.

School staff members are committed to enhancing the learning and wellbeing of all students.

Collaborative work has been undertaken with university researchers to develop a framework on developing a positive disposition to support successful learning and maintain social and emotional wellbeing. This framework is underpinned by Zones of Regulation and You Can Do It! (YCDI!) and encourages students to '*unlock your new best'* as Positive Agile Learners (PALs) by taking risks, innovating, performing and reflecting. Teachers articulate making strong reference to the 'Tree of Growth' artefact and are developing a common language across the school to support students in their academic and social and emotional development. Students articulate a growing understanding of the language relating to this process and comment that they respond well to feedback provided by their teachers.

A current priority for the school is supporting teachers to enhance their skills in the use of digital technologies.

The school has initiated an iLearn program involving the use of iPads in the junior school and laptops in the senior years. Two digital technology coaches are provided with a day each week to support teacher capability development. All teachers have opportunities for classroom modelling by these experts and are supported in their use of digital devices in classrooms. Linking the use of devices to the curriculum is a key aspect of this work. Voluntary professional learning is offered in digital technology through regular after-school sessions. High levels of interest are developing with some teachers regularly attending these sessions.

The leadership team is committed to supporting teachers to enact high quality curriculum delivery processes.

Classroom teachers are provided with a day of release time each term to meet with school leaders and members of the Diverse Learning Team (DLT) to plan curriculum units in English and mathematics. A curriculum planning process and unit template are developed to support consistency of practice in curriculum planning that is leading to greater consistency and confidence in the delivery of the Australian Curriculum (AC). Capability development of teaching staff members in the planning of English and mathematics units is recognised as

being successful, with opportunities to replicate this process in other learning areas a next step for consideration.

School leaders recognise that highly effective teaching is the key to improving student learning outcomes.

The school's pedagogical framework and associated standards of practice document are informed by the department's contemporary practice resource and core systemic principles. School leaders acknowledge that regular reference to these documents is yet to occur in collaborative curriculum planning processes, with teachers still developing a clear understanding of how this framework impacts on, and influences, their teaching practices. The leadership team understands the need to work with teachers to refine the school's pedagogical framework to ensure it is reflective of agreed practices for teaching and learning, is considered in curriculum planning processes and is consistently implemented across the school.

The school places high priority on ensuring that staff members identify and address the learning needs of all students.

The DLT is established to enhance the school's model for inclusion. The shift in paradigm from one of withdrawal to a more inclusive model has been gradually implemented across the school. Whole-school intervention and extension is facilitated through the school's use of the Response to Intervention (RTI) model, with an explicit tiered system of increasing levels of support. The leadership team expresses a commitment to working with staff members to clearly define and implement strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs, including consideration of the learning needs of high achieving students.

Staff members are dedicated to improving outcomes for students and articulate a belief that all students are able to learn and be successful.

In 2019, there are four areas identified for collective focus in the school's Explicit Improvement Agenda (EIA). These include implementing effective pedagogical practices, promoting an inclusive culture, analysis and discussion of data, and systematic delivery of reading and writing. There is a strong level of commitment from teachers to implementing the various elements of the EIA. Discussions with teachers indicate that they have varying knowledge of the expected elements of these priority areas and many articulate they would appreciate more time and support to embed these practices into their teaching repertoire. School leaders recognise the need to work alongside teachers to promote precision in the delivery of agreed teaching practices in relation to the school's EIA and to closely monitor implementation of these leading to consistency of practice.

The school's leadership team articulates a belief that the use of reliable and timely data in relation to student outcomes is crucial to planning for effective teaching and learning.

There is an emerging practice with some teachers growing their knowledge and confidence in the use of data to effectively inform the teaching and learning process. Some teachers are

9

highly proficient in their use of data and utilise the analysis to differentiate learning experiences for students. Teachers have data conversations with members of the leadership team that focus on reading development. Some designated time during staff meetings is allocated to data discussions and analysis. School leaders are committed to working with teachers to enhance their data literacy skills and to use data to inform next steps for teaching and learning.

The culture of the school is student-focused and reflects a commitment to learning, and social and emotional development.

Respectful and caring relationships are established between staff members and students. Students speak highly of their teachers and have a strong sense of pride in, and belonging to, their school. Teachers intentionally build learning environments that are welcoming and engaging, and 'go the extra mile' in the interests of students. Students are aware of the standards expected for behaviour with positive behaviour and student successes celebrated in classrooms and at school assemblies.

School leaders are committed to developing effective practices that support the teaching and learning process.

Teachers establish 'Bump it up' walls in their classrooms that align to their work in the delivery of the AC in English. These walls commonly display the assessment task, Guide to Making Judgements (GTMJ) and assessment exemplars utilised by teachers to inform students of what they will be learning and the specific criteria required for success. Teaching staff deconstruct assessment exemplars with students so they are aware of the requirements for assessment. Most students are able to clearly articulate how the Bump it up wall assists them in their learning.

A wide range of co-curricular opportunities is provided to students by dedicated staff members.

This includes clubs focusing on Maker Space, skipping, the environment, robotics, publishing, art, dance, chess, tennis, technology, entrepreneurship, mathematics and coding. Students engage in aspects of the Arts through the school's comprehensive instrumental, strings and choral programs. Significant opportunities exist across the year for students to perform including at in-school and community events and competitions. Five weeks of interschool sport are offered twice a year. A range of Sporting Schools programs provided in recent years includes tennis, netball, soccer and athletics. Students are offered opportunities to trial for district and regional sport. Athletic, cross country and swimming carnivals are highlights on the school calendar.

2.2 Key improvement strategies

Utilise collaborative curriculum planning processes to deepen teacher knowledge of the AC, create engaging curriculum units and make decisions regarding teaching and learning aligned to student needs.

Refine the school's pedagogical framework to ensure it is reflective of agreed practices for teaching and learning; is considered in curriculum planning processes and is consistently implemented across the school.

Clearly define and implement strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs, including consideration of the needs of high achieving students.

Promote precision in the delivery of agreed teaching practices in relation to the school's EIA and closely monitor implementation of these leading to consistency of practice.

Continue to support school staff members in effectively using diagnostic, formative and summative data sets to know their students and to plan appropriate responses for teaching and learning, including for students in social priority groups.

3. Snapshot of previous school review

The last review carried out at the school was conducted from **26** to **28 October 2015**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2015 review was identified as 1168 and the school enrolment was 587 with an Indigenous enrolment of 1 per cent and a student with disability enrolment of 3 per cent.

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

- Extend teacher capacity through engaging teachers in formalised cycles of teacher observation and feedback which aligns with the school's EIA.

- Enhance student learning outcomes by building the consistency of teaching practice across the school. Identify, share and implement high-yield teaching strategies that impact upon student learning.

- Review the use of financial, human and physical resources within the school to ensure efficient and effective alignment of resources to the key improvement areas.

- Enhance the culture of the school as a learning community through the establishment of coaching and feedback processes and practices for all staff members.

- Build processes to ensure that student learning data is a basis for conversations about the learning of individuals and cohorts of students, to inform teaching practice across the school and to enhance teachers' data literacy.

4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The school team is committed to improving learning outcomes for all students with a clear vision established for the school. The long-standing school motto *'Do Your Best'* features on the school badge and in school documentation. This is complemented by a more recently developed vision statement *'Develop young minds for understanding and success'* that promotes a futures-orientation to the current work of school staff members.

The principal has worked with the support of the leadership team and school staff members to align their work to meet system, regional and school community expectations. Staff members, students, parents and community members clearly articulate their pride in the school and in the work that has been undertaken to position the school as one that is high performing.

The principal is engaging with an external consultant to lead the planning process for the school's next four year plan. A guiding coalition of staff members and parents is established to assist in this strategic planning process. Key outcomes to date include a plan to have a future focus on differentiation, precision and collaboration.

The principal has worked with the leadership team and members of the school council to understand the school's performance and to plan appropriate responses for collective implementation. The current EIA supports the implementation of the school's Annual Implementation Plan (AIP). In 2019, there are four areas identified for collective focus. These include implementing effective pedagogical practices, promoting an inclusive culture, analysis and discussion of data, and systematic delivery of reading and writing.

In relation to enhancing pedagogical practices, school staff members have worked collaboratively with university researchers to develop a framework for teachers to work with students on developing a positive disposition to support successful learning and maintain social and emotional wellbeing. This framework is underpinned by Zones of Regulation and YCDI! and encourages students to '*unlock your new best*' as PALs by taking risks, innovating, performing and reflecting. Teachers report making strong reference to the Tree of Growth artefact and are developing a common language across the school to support students in their academic and social and emotional development. Students articulate a growing understanding of the language relating to this process and comment that they respond well to feedback provided by their teachers.

Over the last couple of years, school leaders have worked collaboratively with staff members to enhance the inclusive practices at the school. This process has moved school practices from a predominantly withdrawal model for students with disability and other students with diverse needs to a more inclusive model of in-class support that aligns more closely with system expectations. Some staff members describe this change process as challenging, with most staff now articulating a better understanding of current research and the need to

more closely align school practices to better support the needs of these students and maintain high expectations for their learning.

The effective use of data is a process utilised by school leaders to further engage teachers in knowing their students and planning appropriate responses for implementation in the teaching and learning process. Some teachers identify using class dashboard to support their data analysis. Recently introduced data conversations provide a one-on-one opportunity for school leaders and classroom teachers to discuss student learning data. Most teachers articulate that they appreciate this opportunity to enhance their data literacy skills through these discussions with school leaders.

School leaders are working with classroom teachers to develop consistent practices in the teaching of reading and writing. Teachers identify the expectation that they will use the Gradual Release of Responsibility (GRR) model as a key pedagogy. Teaching staff members additionally articulate the use of 'quick writes', Seven Steps to Writing Success, a focus on the use of guided reading and the use of rotational groups and tiered tasks to support student learning. Reading and writing frameworks are developed to help guide teacher practice in these key areas of student learning.

There is a strong level of commitment from teachers to implementing the various elements of the EIA. Discussions with teachers indicate that they have varying knowledge of the expected elements of these priority areas and many articulate they would appreciate further time and support to embed these practices into their teaching repertoire. School leaders understand the need to work alongside teachers to promote precision in the delivery of agreed teaching practices in relation to the school's EIA and to closely monitor implementation of these leading to consistency of practice.

The school's EIA is currently broad in nature with the principal expressing a commitment to refining the EIA to have a narrow and sharp focus and to working with members of the teaching team to use data to monitor the effectiveness of implementation. The principal has established targets that relate to expected improvements sought in student learning outcomes and teacher practice. These targets involve a combination of anecdotal and outcomes related data that includes the school's National Assessment Program – Literacy and Numeracy (NAPLAN) performance. Anecdotal targets refer to the percentage of teachers participating in professional learning activities and their levels of confidence with implementation. Teacher knowledge of these targets is limited, with opportunities to measure success against targets through data conversations yet to occur.

Staff members are dedicated to improving outcomes for students and articulate a belief that all students are able to learn and be successful. Parents express the view that the professionalism and dedication of staff members are strongly valued within the community.

Improvement strategies

Promote precision in the delivery of agreed teaching practices in relation to the school's EIA and closely monitor implementation of these leading to consistency of practice.

Further refine the EIA to have a narrow and sharp focus, use data to monitor the effectiveness of implementation and measure success against established targets.

4.2 Analysis and discussion of data

Findings

The school's leadership team articulates a belief that reliable and timely data in relation to student outcomes is crucial to the school's improvement agenda and to classroom planning for effective learning.

The leadership team has developed and is implementing a schedule for the collection of data. This plan details the range of diagnostic and summative data to be collected and the timelines and targets for its collection. Data collected includes PM and PROBE Benchmarks, PAT-M, PAT-R, Early Start and spelling inventory. There is an expectation that this data is entered into OneSchool. Reading data is additionally tracked using a data wall.

There is an emerging practice with some teachers growing their knowledge and confidence in the use of data to effectively inform their teaching. Some teachers are highly proficient in their use of data and utilise the analysis to differentiate learning experiences for students. Teachers have data conversations with members of the leadership team in relation to student reading levels, and discussions occur regarding strategies to implement to support the learning of some students. Some designated time during staff meetings is allocated to data discussions and analysis. School leaders are committed to working with teachers to enhance their data literacy skills and to use data to inform next steps for teaching and learning.

Members of the leadership team and the DLT are involved in in-depth analysis of data to identify students who are 'at risk' with their learning and those who would benefit from learning extension. Regular opportunities for teams of teachers to regularly meet with school leaders to plan the next steps in the learning journey for identified students are continuing to emerge. The leadership team plans to establish strategies to enhance the culture of self-evaluation and reflection by enabling deeper discussions of data, providing opportunities to generate strategies for continuous improvement and to monitor progress over time, including opportunities for case management of identified target students. Many teachers indicate that they would welcome this opportunity to build their capability and to work with colleagues to share effective strategies for improvement.

Improvement of reading and writing outcomes is an ongoing priority for the school. Teaching staff members articulate that they commonly utilise reading data to create flexible learning groups. School moderation processes enable teachers to analyse student writing tasks. The establishment of Bump it up walls in classrooms is used to provide students with feedback and information regarding their next steps in learning.

Classroom assessment tasks are undertaken using Curriculum into the Classroom (C2C) as a resource. Teachers adjust the GTMJ in consultation with the Head of Curriculum (HOC) during year level planning sessions each term. There are plans to front-end data analysis to assist this curriculum planning process.

Teachers in the early years are provided with time to gather Early Start data for the purpose of informing planning and practice. The school utilises submitted transition statements from

early childhood providers to supplement the data for newly enrolled Prep students. Upon enrolment, approximately 80 per cent of transition statements are provided to the school. Australian Early Development Census (AEDC) data is collected and utilised to make decisions regarding teaching and learning.

NAPLAN 2019 data indicates that the Year 3 participation rate is 97.7 per cent across all strands, with the exception of writing which is 96.6 per cent. The 2019 Year 5 participation rate ranges from 95.2 per cent to 97.6 per cent.

2019 NAPLAN data indicates that Year 3 Upper Two Bands (U2B) achievement is above Similar Queensland State Schools (SQSS) in the priority area of reading, and similar to SQSS in the priority area of writing. Year 5 U2B achievement is similar to SQSS in reading and writing.

Year 3 and Year 5 achievement at or above the National Minimum Standards (NMS) is significantly above Queensland State School's (QSS) performance in reading and writing. In Year 3, 100.0 per cent of students are recorded as at or above the NMS in reading and writing, in addition to all other strands.

NAPLAN 2019 data indicates Year 3 Mean Scale Score (MSS) achievement is above SQSS in reading and similar to SQSS in writing. Year 5 MSS achievement is similar to SQSS in these two strands. Relative gain 2017-2019 Year 3 to Year 5 is similar to SQSS in reading and writing. In excess of 92 per cent of students sat both tests at the school.

The monitoring and tracking of the performance of students with disability is a shared responsibility between the classroom teachers and the DLT members. Tracking of the learning of students in other social priority groups, particularly the growing number of English as an Additional Language or Dialect (EAL/D) students has recently commenced through the work of DLT members.

Improvement strategies

Continue to support school staff members in effectively using diagnostic, formative and summative data sets to know their students and to plan appropriate responses for teaching and learning, including for students in social priority groups.

Build a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management.

4.3 A culture that promotes learning

Findings

The school promotes and maintains an environment reflective of its high expectations for student wellbeing and learning.

The culture of the school is student-focused and reflects a commitment to learning, and social and emotional development. There is a strong belief that every child is able to learn. Respectful and caring relationships are established between staff members and students. Students speak highly of their teachers and have a strong sense of pride in, and belonging to their school. Teachers intentionally build learning environments that are welcoming and engaging, and 'go the extra mile' in the interests of students. Students are aware of the standards expected for behaviour with positive behaviour and student successes celebrated in classrooms and at school assemblies.

Strong levels of mutual trust and respect exist within the professional culture of the school. This is reflected in the strong collegial spirit that is apparent in the school with staff members engaging in formal and informal opportunities to share practice and anecdotes of student success. Staff members articulate that the work they undertake in their year level teams provides ongoing support for the work they do on a day-to-day basis. There are high levels of professional energy across the school for the work that is undertaken with students. Many staff members express that they appreciate the support of school leaders in meeting the challenges of the school's agenda.

The Responsible Behaviour Plan for Students (RBPS) is enacted consistently across the school. Staff members speak positively of the behaviour of students, with the vast majority following the school's expectations. Students are rewarded for appropriate behaviour and receive Student of the Week and Aussie of the Month awards.

PALs, incorporating YCDI! was implemented in 2018. The Tree of Growth is the visual representation of this framework developed by the school to embed a growth mindset, Zones of Regulation and other attributes to be a successful learner. The language of 'new best' is widely used across the school. The framework provides the school with a common language and a clear representation of learning and wellbeing. School staff members and community representatives are collaboratively planning to extend this framework to include dispositions for Positive Agile Teachers (PATs) and Positive Agile Community (PAC).

Teachers work hard to provide a wide range of learning experiences for students. The school's iLearn program currently operates across Year 2 to Year 5 and provides ready access to digital devices that teachers are utilising increasingly to engage and motivate students with their learning. A range of lunchtime clubs and other co-curricular learning opportunities complement classroom learning programs. Some teachers utilise aspects of the general capabilities of the AC to plan learning experiences for students. Problem solving in mathematics and investigations in science are continually emerging aspects of the teaching and learning process. The leadership team expresses a desire to work with teachers to enhance the culture of innovation and inquiry to promote creative exploration and independent learning within classroom learning programs.

The school has established a positive physical environment conducive to promoting learning and wellbeing. The school grounds are predominantly well kept and attractive. The 'Nature Play' area has been recently developed with funds raised by the Parents and Citizens' Association (P&C). 'Grandad's Garden' has been developed as a reflective space used by the students with the support of the chaplain or teachers.

The wellbeing of all students is supported through the work of the DLT. The school chaplain is a key staff member whose skills are utilised to support the wellbeing of some students.

The school sponsors Story Dogs by fundraising for the program. Two dogs and their handlers visit the school to support individual students with their reading development. The program has been praised as being highly successful for the confidence it provides these students to take risks and accept mistakes as part of the learning journey.

The 2018 School Opinion Survey (SOS) indicates that overall ratings for all survey items are 91.1 per cent for staff, 90.1 per cent for parents and 93.1 per cent for students. These rates of satisfaction compare to the agreement rates for staff, parents and students in the Like Schools Group (LSG) of 92.1 per cent, 93.2 per cent and 94.5 per cent respectively. 97.9 per cent of staff, 93.5 per cent of parents and 95.1 per cent of students agree with the statement 'This is a good school'.

Some staff members and parents express a need for clearer communication processes at the school. The leadership team commits to working with stakeholder groups to address this perceived issue.

OneSchool indicates the year-to-date average attendance rate for all students is 94.5 per cent, with 3.4 per cent of students attending less than 85 per cent of school days, year-to-date. 86.1 per cent of students have an average attendance rate of greater than 90 per cent.

Improvement strategies

Continue to enhance the culture of innovation and inquiry whereby creative exploration and independent learning are strongly apparent within classroom learning programs.

4.4 Targeted use of school resources

Findings

The principal plans for the effective use of human, financial, material and facilities resources to meet community expectations, the learning and wellbeing needs of the full range of students, and to support staff members to develop and effectively deliver teaching and learning programs.

The leadership team places a high priority on ensuring a clear alignment between student achievement, school priorities and the allocation of human and financial resources. This is reflected in the alignment between available resources and school-wide programs and strategies.

The school budget is developed by the principal in collaboration with the Business Manager (BM) and key staff members. The process utilised for budget development includes consideration of a combination of historical budgetary data and current priorities.

The BM ensures expenses are tracked accurately to the appropriate cost centres and schedules meetings with the principal when and as required to monitor and reconcile the budget. The principal and BM are committed to regularly monitoring cost centre expenditure to ensure the full range of planned initiatives is actioned in a timely manner. The school's current bank balance is $267 377.

The school's 2019 Investing for Success (I4S) agreement reflects funding of $194 537. These funds are utilised to improve student outcomes through the provision of Professional Development (PD) to build staff member capacity in teaching and learning and the school's pedagogical framework, employment of teachers and teacher aides to support targeted students in literacy, numeracy, extension and enrichment, and to promote collegial engagement through coaching and mentoring processes related to curriculum implementation. Staff members indicate that the initiatives supported through I4S funding are strongly valued. The funding priorities outlined in the I4S agreement align with the school's priorities.

The school is investing significant funds into enhancing student access to a range of Information and Communication Technology (ICT) resources through the curriculum, coding/robotics club and additional technology initiatives. An iLearn iPad and laptop program is currently operating from Year 2 to Year 5. All classrooms have access to a set of iPads, laptops or desktop computers.

Many teachers suggest that consideration for effective resourcing and associated PD is required to meet the current needs of students and meet expectations for the full implementation of the AC. Teachers acknowledge that school leaders are open to new and emerging requests for additional resources. Some teachers suggest resourcing of reading materials could be further enhanced. The principal articulates the importance of monitoring and evaluating human and financial resource allocations in priority areas to ensure they are maximising outcomes for all students.

Teacher aides play an important and valued role in the classroom. Teacher aides predominantly work alongside teachers supporting the teaching and learning process. Teacher aides have a central role in the delivery of intervention programs including implementation of the school's approach to reading and support for students with disability. Teaching staff members speak highly of their commitment to students and willingness to respond to the needs of students in the classroom. Teacher aides identify that they are provided with ongoing PD and value this professional learning.

The leadership team recognises the importance of further enhancing school pride through the upgrade of facilities. Recent improvements and additions have included upgrade of the school hall, the Diverse Learning Centre (DLC), the Science, Technology, Engineering, Arts and Mathematics (STEAM) room, senior playground, nature play area, Grandad's Garden, a wireless upgrade, air conditioning and blinds in many classrooms. Further enhancement of play areas and building refurbishment are planned for the near future.

The school has a range of available facilities to meet the learning needs of students including a large hall, play equipment, sporting facilities, undercover play areas, a STEAM room, music spaces and a library. Teachers present their classrooms as inviting places in which to learn. Artefacts to support student learning and displays of student work are apparent.

Many teachers contribute their expertise to facilitate an extensive enrichment program for students. It is envisaged that resourcing for these programs will be an emerging consideration for school leaders.

The school's P&C is a group of committed parents who work in the best interests of the school and its students. They hold several fundraising activities each year and work with the school to support identified projects. The school's tuckshop, uniform shop and Outside School Hours Care (OSHC) program are viable business units conducted by the P&C.

The school employs a range of specialist teachers for various fractional allocations that additionally serve to support non-contact and teacher release time. These include specialists in music, Health and Physical Education (HPE), and the Japanese language. An additional guidance officer allocation of 0.2 Full-time equivalent (FTE) is purchased by the school.

Improvement strategies

Systematically monitor and evaluate the effectiveness of human, financial and curriculum resource allocations in identified priority areas to ensure they are maximising outcomes for all students.

4.5 An expert teaching team

Findings

The leadership team acknowledges the development of staff members into an expert teaching team as central to improving outcomes for students. Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing.

Most staff members display high levels of professional energy for the work they do in the school. There is an appreciation from parents that positive outcomes for students result from the efforts of capable and committed teaching and non-teaching staff members. Parents positively acknowledge the professional dedication of school staff members that is reflected in the broad range of educational experiences offered to students through lunchtime and co-curricular learning opportunities.

The school's leadership team develops a documented plan for professional learning each term that details strategies for capability development to be offered at staff members' and year level meetings. This plan has some alignment to the priority areas identified in the school's AIP with other opportunities for staff collaboration offered through team planning and moderation processes. School leaders frequently utilise the expertise of identified teachers to share their practice with colleagues at these meetings.

School leaders are committed to enhancing the professional culture of the school. Classroom teachers acknowledge the benefits of their year level teams and the strong levels of collegiality that exist amongst staff members. Teachers regularly meet to discuss matters pertaining to curriculum, teaching and learning. Key aspects of these meetings involve year level teachers working with colleagues and school leaders to collaboratively plan curriculum units, analyse data and foster professional discussions. The sharing of curriculum resources and pedagogical practices is commonplace in the work of school staff members.

The leadership team has developed opportunities for teachers to engage in Watching Others Work (WOW). Teachers are matched together to support development of pedagogical skills aligned to the school's improvement agenda and personal goals identified in Annual Performance Development Plans (APDP). Teachers report they appreciate this opportunity to support their capability development through working with colleagues. Some teachers indicate they would appreciate more regular opportunities for WOW time. Reciprocal classroom visits whereby the mentor provides feedback to the mentee is recognised as a next step in this professional learning strategy.

School leaders offer classroom teachers opportunities to participate in observation and feedback in collaboratively identified areas. Teachers involved in this process appreciate the opportunity to receive written and verbal feedback regarding their teaching. Some teachers indicate they would value further opportunities to receive more regular feedback from school leaders and colleagues to enhance their capability development.

A current priority for the school is supporting teachers to enhance their skills in the use of digital technologies, particularly in relation to the school's iLearn program involving iPads in the junior school and laptops in the senior years. Two ICT coaches are provided with a day

each week to support teacher capability development. All teachers have opportunities for classroom modelling by these experts and are supported in their use of digital devices in classrooms. Linking the use of devices to the curriculum is a key aspect of this work. Voluntary professional learning is offered in digital technology through regular after-school sessions. High levels of interest are developing with some teachers regularly attending these sessions.

The school's leadership team is committed to working with staff members to enhance their capability development in alignment with the school's priority areas and with their identified personal learning. To assist this process the principal understands the opportunity to enhance the school's professional learning plan by detailing the broad range of opportunities for capability development on offer for all school staff members during each term including enactment of APDPs, coaching and mentoring and models of feedback.

The school is investing in a broader leadership team structure to support teachers in the implementation of curriculum, teaching and learning. They frequently lead and participate with staff members in PD conducted in the school, engage in local and regional networks and attend key PD aligned to the school's improvement agenda and their personal learning goals. The principal recognises the importance of providing further opportunities for members of the leadership team to develop their capabilities as instructional leaders through access to collegial networking, mentoring, personal coaching, quality PD and cycles of feedback.

All teachers and teacher aides have an APDP that highlights the linkages of individual staff member skills across the school and how they relate to school priorities. School leaders work with identified staff members to plan and review APDPs and develop specific opportunities for staff members to enact personal learning goals. Staff members indicate they appreciate opportunities to progress their capability development in alignment with the goals of their APDP and the support that members of the leadership team give to this process.

Teacher aides are a highly valued resource in the school and are dedicated to supporting the educational outcomes of students. They are provided with professional learning opportunities that align to their work in the school, with some teacher aides expressing that they would appreciate further opportunities to develop their expertise to support the range of students they engage with each day.

Improvement strategies

Enhance the school's professional learning plan by detailing a broad range of opportunities for capability development for all school staff members including enactment of APDPs, coaching and mentoring and models of feedback.

Strengthen the instructional leadership capabilities of school and teacher leaders through access to collegial networking, mentoring, personal coaching, quality PD and cycles of feedback.

4.6 Systematic curriculum delivery

Findings

The leadership team is committed to supporting teachers to enact high quality curriculum delivery processes and encourage all students to *'unlock your new best'* in their learning.

The school has commenced planning for the systematic delivery of the AC. The school's whole-school curriculum plan provides teachers with a framework for what and when they should teach from Prep to Year 6 across all learning areas. The plan includes the region's priorities, school priorities, future goals for teaching and learning, recommended time allocations, moderation guidance and information regarding Level of Achievement (LOA) judgement. Staff members appreciate the clarity of this plan that is based on the use of C2C resources.

The whole-school curriculum plan is complemented by a set of resources to further support enactment of the AC. This includes a curriculum and assessment overview for each year level, a planning flowchart, reporting procedures and timelines, an overview of expected outcomes, and reading, spelling and writing programs. Teaching staff members are familiar with the school's shared curriculum expectations and associated documentation.

Classroom teachers are provided with a day of release time each term to meet with school leaders and members of the DLT to plan curriculum units in English and mathematics. The HOC leads and supports all aspects of this curriculum development and delivery process. A curriculum planning process and unit template are developed to support consistency of practice in curriculum planning that is leading to greater confidence in the delivery of the AC. Capability development of teaching staff members regarding the planning of English and mathematics units is recognised as being successful, with opportunities to replicate this process in other learning areas as a next step for consideration.

Teachers' depth of understanding of the full AC is continuing to grow through collaborative planning processes. This is demonstrated through the use of the AC as a basis for discussion on the best way to maximise student learning in the planning of curriculum units in English and mathematics. Some teachers articulate varying levels of reference to and knowledge of the AC in the planning of other learning areas. The leadership team is committed to using collaborative curriculum planning processes to deepen teacher knowledge of the AC, create engaging curriculum units, and to make decisions in relation to teaching and learning aligned to student needs.

Utilisation of the general capabilities and cross-curriculum priorities in planning for teaching and learning is identified in planning tools. Teacher understanding and application of all capabilities and priorities are varied. The leadership team acknowledges that all aspects of curriculum implementation will be an ongoing focus during curriculum planning and implementation processes.

A STEAM room is a recently established space utilised by classroom and specialist teachers to support student learning in the technology curriculum. An iLearn initiative is well advanced

in the school with lead teachers coaching and mentoring staff members in the use of ICTs across the curriculum.

Specialist teachers in HPE, music and the Japanese language are provided with opportunities to collaboratively plan curriculum units with the support of the HOC. These teachers describe referencing the AC and using C2C materials as a resource in planning their curriculum units.

Assessment processes are aligned with the curriculum and marking guides and are used to establish where students are in their learning and the gaps in their understanding. Bump it up walls are utilised in classrooms in the learning area of English to support student understanding of assessment and learning expectations. Opportunities exist to extend the use of Bump it up walls to other learning to further support the development of students as assessment literate learners.

Internal moderation processes are scheduled in the school's professional learning plan in Terms 1 and 3. Cluster moderation occurs in a twilight session offered once per semester. Currently the focus for these moderation processes is on the writing aspect of the English curriculum. Informal moderation processes occur within year level teams to support greater consistency of judgement in the assigning of LOAs. Many teachers acknowledge the need for further PD to improve moderation practices, including a deeper understanding of the AC achievement standards across all learning areas.

Report cards are provided to parents at the end of Semesters 1 and 2. Parent teacher interviews are offered twice a year. Parents articulate being welcomed to discuss their child's progress at other times.

Curriculum information is shared with parents through class newsletters and the school's website. The HOC has recently delivered a well-attended curriculum information session to parents.

Teachers regularly communicate curriculum intentions and expectations with parents. Parents comment that they value the open and regular communication regarding classroom activities, what their child is learning and their child's progress.

A wide range of co-curricular learning opportunities is provided to students by dedicated staff members. This includes lunchtime clubs focusing on activities including skipping, the environment, robotics, publishing, art, dance, chess, tennis, technology, entrepreneurship, mathematics and coding.

Students engage in aspects of the Arts through the school's comprehensive instrumental, strings and choral programs. Significant opportunities exist across the year for students to perform including at in-school and community events and competitions. A winter concert and an annual musical evening are school-based events that showcase the musical skills of students.

Five weeks of interschool sport are offered twice a year. A range of Sporting Schools programs provided in recent years includes tennis, netball, soccer and athletics. Students

are offered opportunities to trial for district and regional sport. Athletic, cross country and swimming carnivals are highlights on the school calendar.

Improvement strategies

Utilise collaborative curriculum planning processes to deepen teacher knowledge of the AC, create engaging curriculum units and make decisions regarding teaching and learning aligned to student needs.

Enhance formal moderation processes within and beyond the school to build consistency and confidence in teacher judgement across all year levels for all learning areas.

4.7 Differentiated teaching and learning

Findings

The school places high priority on ensuring that staff members identify and address the learning needs of all students. There are high expectations across the school for student learning growth. Staff members hold the belief that every child is able to learn though they might be at different stages in their learning journey.

The DLT is established to monitor and support the learning and social and emotional needs of all students. This team is collaboratively working with staff members to create a model for inclusion that is supportive of all students and meets current system expectations. The shift in paradigm from one of withdrawal to all students predominantly working in classrooms alongside their same age peers has been gradually implemented across the school in recent times.

Whole-school documentation is developed to support teachers in their understanding of the policies associated with inclusion. Roles for each of the members of the team have been articulated and most teachers value their support. Staff members knowledge of and engagement with the inclusion process and associated strategies currently vary. The leadership team is committed to collaboratively working with school staff members to clearly define and implement strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.

Members of the DLT include the Special Education Program (SEP) teachers, Support Teachers – Literacy and Numeracy (STLaN), designated teacher aides, Advisory Visiting Teachers (AVT) and the guidance officer. In the current school model of support, SEP staff members are focused on supporting students with disability with the STLaNs supporting other students with learning needs. School leaders identify the next step is to collaboratively modify this model of support to provide a more integrated approach to support the needs of identified students.

Classroom space has been refurbished to now operate as the DLC. The DLC is an attractive multipurpose space that provides students with a quiet area to calm down in, a meeting room for the team, and office spaces for members of the team. There are kitchen facilities that are able to be accessed by classes.

A referral process is established whereby teachers put forward for case management students of concern or those who may require additional support. Referrals are discussed by the referring teacher and members of the DLT with a plan of action determined for implementation. Regular review processes are undertaken to closely monitor the learning and wellbeing of referred students.

Whole-school intervention is facilitated through the school's use of the RTI model, with an explicit tiered system of increasing levels of support. Data analysis identifies students for inclusion in a range of support programs. Teachers work collaboratively with staff members from the DLT to adjust the learning of students. Much of this support occurs in classroom

environments with co-planning and co-teaching a continually emerging feature of this practice.

The development of Individual Curriculum Plans (ICP) and Personalised Learning Plans (PLP) is undertaken by members of the DLT with the support of classroom teachers and input from parents. There are currently nine students, including some students with disability supported with ICPs. Four ICPs are implemented for students working at a level above their current year level. OneSchool is utilised as the storage location for notes and adjusted plans for students. Case meetings are scheduled each week whereby teachers are released from class to collaborate with members of the leadership team and DLT to develop and review strategies to accommodate the range of learners in their classrooms.

A number of strategies are utilised in classrooms to differentiate the curriculum. Grouping strategies are used across the school that involve students working with similar ability levels or mixed ability levels. Teachers and students discuss and negotiate individual learning goals to improve outcomes in identified areas of learning and personal development. Bump it up walls are utilised in all classrooms as a focus for differentiated conversations with students regarding their learning. Digital devices are used across the school to engage and motivate learners, and as a means of differentiating curriculum offering for students.

The school enrolment includes a large number of high achieving students. School leaders have identified the need to develop programs that support the learning of high achieving students. Clubs and competition-based programs are offered outside the classroom and involve large numbers of interested students. These learning opportunities include a range of lunchtime and before-school co-curricular learning opportunities. Discussions with teachers indicate they are committed to planning for the learning of high achieving students, with some indicating that they would appreciate further conversations in their year level teams relating to strategies for differentiation. School leaders express a commitment to working with teachers to ensure that high achieving students are appropriately engaged, challenged and extended in their classroom learning programs.

The school has a growing number of students who identify as EAL/D students. Currently, 122 students are identified in this group with 21 students attracting specific EAL/D support. Some other students are provided with support through the work of STLaNs.

Diversity is celebrated and the school is recognised in the community as a school accommodating the needs of diverse learners. Two lifts are being installed to accommodate wheelchair access. Celebrations during Disability Action Week were held during lunchtimes and included signing, reading braille books, wheelchair activities and building a puzzle in the library. These activities were coordinated by SEP staff members.

A chaplain is employed for three days each week to support the implementation of a range of wellbeing and support programs for students and their families. This includes Friends for Life, Seasons of Growth, Grandad's Garden and craft activity. The work of the chaplain is appreciated by staff members, parents and students.

Improvement strategies

Clearly define and implement strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs, including consideration of the needs of high achieving students.

Support teachers in developing their repertoire of practice in planning for and implementing strategies to ensure high achieving students are appropriately engaged, challenged and extended in their classroom learning.

4.8 Effective pedagogical practices

Findings

School leaders recognise that highly effective teaching is the key to improving student learning outcomes. They provide strong leadership by encouraging the use of proven research-based practices in all classrooms. Leaders are committed to developing precision in teaching and learning across the school to ensure that all students are optimally engaged, supported and challenged.

The school's pedagogical framework and associated standards of practice document are informed by the department's contemporary practice resource and core systemic principles. The framework is based around the six key areas of student-centred planning, high expectations, alignment of curriculum, pedagogy and assessment, evidence-based decision making, targeted and scaffolded instruction, and safe, supportive, connected and inclusive learning environments. Each aspect of the framework identifies actions that teachers should take to engage students in the teaching and learning process and beliefs for promoting effective learning.

Most teaching staff members are aware of this document and are able to articulate some aspects of the expected pedagogical approaches. Most teachers are yet to be able to outline a clear understanding of how this framework impacts on and influences their teaching practices. School leaders acknowledge that regular reference to this document is yet to occur in collaborative curriculum planning processes. The leadership team understands the need to work with teachers to refine the school's pedagogical framework to ensure it is reflective of agreed practices for teaching and learning, is considered in curriculum planning processes, and is consistently implemented across the school.

The standards of practice artefact details a range of expected practices teachers are to implement in their classrooms to promote high levels of student engagement. These practices include a range of high-yield strategies, classroom routines, expectations for classroom environments and classroom management processes. Classroom teachers are aware of these expectations with many identifying these as embedded into their repertoire of practice.

Teaching staff members express high levels of confidence in the use of Fleming's[1] Explicit Instruction (EI) model. Warm ups, 'We are learning to' (WALT), 'What I'm looking for' (WILF) and 'This is because' (TIB) are key aspects utilised by teachers to engage students at the beginning of lessons. The 'I do, We do, You do' phases are consistently utilised as a GRR model in the teaching and learning process. Teachers express the EI model process provides them with a flexible framework to engage students in teaching and learning.

Teachers establish Bump it up walls in their classrooms that align to their work in the delivery of the AC in English. These walls commonly display the assessment task, GTMJ

---

[1] Harker Brownlow Education. (2012). John Fleming. Retrieved from http://www.hbe.com.au/john-fleming.html

and assessment exemplars that teachers utilise to inform students of what they will be learning and the specific criteria required for success. Teachers deconstruct assessment exemplars with students so that they are aware of the requirements for assessment. Most teachers outline that students are encouraged to aim for the 'A' standard from the learning wall as an aspirational target. Most students are able to clearly articulate how the Bump it up wall assists them in their learning.

Teaching staff are increasingly taking opportunities to provide students with feedback regarding the information provided on the Bump it up wall. Learning goals for many students align to the work they are undertaking with their teachers in relation to this classroom display. Some teachers acknowledge this is having a positive impact on student learning with many students aspiring to achieve improved outcomes. Many students comment that they appreciate teachers informing them of the criteria for success and working with them through feedback and goal setting processes to improve their learning. The leadership team plans to continue this work with teachers to build their capacity to engage students as assessment literate learners through the effective implementation of Bump it up walls, goal setting and feedback processes.

Most students speak positively of the efforts of their teachers and teacher aides in providing interesting and engaging learning opportunities. Students identify that teachers regularly conference with them regarding their learning that includes discussions regarding ways to improve. Students articulate that when feedback is provided by their teachers, it helps them to understand how they are progressing with their learning. Variation occurs across the school regarding the provision of regular, timely and purposeful student feedback in relation to learning achievement and improvement.

The enhancement of teachers' digital pedagogy is a current priority for the school. All classes from Year 2 to Year 5 are currently engaging in a Bring Your Own Device (BYOD) program using iPads and laptops. Most teachers confidently describe how they are developing their skills in effectively utilising these devices to support student learning. Students indicate they regularly use these digital devices and many express that they are motivated by the activities they undertake with their digital device. The process of developing teacher digital pedagogy is assisted by two iLearn coaches and the regular offering of professional learning.

Some teachers describe how they engage their students in problem solving, higher order thinking, investigations and inquiry-based learning processes. These teachers are intentionally planning learning experiences that engage and challenge their high achieving students. These teachers articulate an openness to continually developing their repertoire of practice in these aspects of their pedagogical practice. The leadership team expresses the desire to support all teachers to develop these pedagogies as a routine aspect of their practice.

Improvement strategies

Refine the school's pedagogical framework to ensure it is reflective of agreed practices for teaching and learning, is considered in curriculum planning processes and is consistently implemented across the school.

Continue to build the capacity of teachers to engage students as assessment literate learners through the use of Bump it up walls, goal setting and feedback processes.

4.9 School-community partnerships

Findings

The school enjoys a reputation of being a significant partner in the local community with community leaders supporting and speaking highly of the school, recognising high levels of parent and community confidence. Parents are highly appreciative of the efforts of staff members and their commitment to their child.

Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs and student progress is greatly appreciated. Each class has designated parent representatives who meet regularly with school leaders to discuss ways to improve parent interaction and support student learning.

Parents are kept informed through the school newsletter, website, Facebook, assemblies and classroom newsletters. Some classroom teachers additionally utilise the ClassDojo app to keep parents informed.

Parents are regularly invited into the school to participate in learning-related events including the student leader induction ceremony, Harmony Day, Bullying No Way, ANZAC Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, academic awards ceremony, Under 8's Day and the chaplaincy breakfast.

The P&C manages the OSHC, tuckshop and the uniform shop. Annual events, including Mother's Day and Father's Day stalls, trivia and movie nights, and discos are conducted by the P&C to raise funds. These funds are utilised to support collaboratively agreed projects.

The school has developed positive relationships and a structured transition program with local early childhood providers to support the transition of children to Prep classes. Representatives from a local early learning centre speak positively of the school and place great value on maintaining their close partnership. The school hosts a number of transition to Prep activities, including parent sessions, visits to the local kindergarten, and regular visits by kindergarten children to the school.

The school has a well-developed and close relationship with the local state high school. The transition to secondary school program includes visits to the high school over two orientation days and parent information evenings. SEP staff members liaise with secondary staff members to ensure transition of special needs and 'at risk' students is optimised.

The school is an active member of the Kenmore Alliance of Schools. Principals in the alliance meet once per term and plan activities pertaining to the five agreed priorities of wellbeing, extension, transitions, capacity building and the sharing of experience and practice. A key feature of the alliance is the development of leadership aspirants.

The school is actively involved in local community events including ANZAC Day, International Peace Day and Returned and Services League of Australia (RSL) Remembrance Day.

The school partners with several external groups to support school activities. Story Dogs is a popular and regular program that supports reading development for targeted students. Junior Rotary fosters community service learning at the school. Griffith University and Queensland University of Technology (QUT) have been active partners in supporting the Positive Pedagogies initiative. The school regularly celebrates NAIDOC Week and engages in activities for recognising Harmony Day. The school recently purchased water for a regional community, assisting students to appreciate the importance of community service and support.

A local Adopt-a-Cop is a regular participant in school activities and events. The officer regularly attends assemblies, presents awards, dedicates time to sit and talk with students, and liaises with staff members to determine ways of future involvement.

Important partnerships are yet to be formally documented and reviewed regarding their impact on improving student learning and wellbeing, and to ensure future sustainability. The leadership team articulates the need to develop a framework for parent and community engagement that details sustainable partnerships and the benefits these bring to the school.

The school has supported the Nagano Elementary School Homestay Program for several years. A partnership is developed with Education Queensland International (EQI) that fosters study tour visits by groups of graduate and experienced teachers who study English at the University of Queensland (UQ) and undertake practicum experiences at the school.

Improvement strategies

Develop framework for parent and community engagement that details sustainable partnerships with local organisations and businesses that bring benefits to the learning of students and the professional practice of staff members.