Eagleby State School

School Review Report

Education Improvement Branch

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.

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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Eagleby State School** from **17** to **19 May 2021.**

The report presents an evaluation of the school's performance against the nine domains of the _National School Improvement Tool_. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Marni Morrison	Peer reviewer
Bert Barbe	External reviewer

1.2 School context

Location:	Corner Herses and Fryar Roads, Eagleby
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	662
Indigenous enrolment percentage:	10 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:**	14 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	27 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	933
Year principal appointed:	2014

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Inclusive Education, guidance officer, Head of Curriculum (HOC), Business Manager (BM), three administrative officers, 32 teachers, 15 teacher aides, 30 parents, 40 students, chaplain and Speech Language Pathologist (SLP).

Community and business groups:

- Eagleby State School Parents and Citizens' Association (P&C) representatives, Eagleby Kids Early Learning Centre director, Palm Lake Resort representative and Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Beenleigh State High School principal.

Government and departmental representatives:

- Councillor for Division 12 Logan City Council, Federal Member for Forde and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2021
Curriculum planning documents	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan Term 2 2021	School newsletters and website
School Opinion Survey	Student Code of Conduct
School pedagogical framework	Staff Handbook
School data plan	Mathematics map
Reading and Writing programs	School Facebook
edStudio	Headline Indicators (October 2020 release)

2. Executive summary

2.1 Key findings

School leaders and staff members share a collective voice that the school is central to the community.

Staff members are united in expressing their support of students to achieve success through a safe, happy and welcoming environment that promotes a love of learning, partnerships, positive relationships and advocating the importance of attending school every day. A driving force for the team is supporting students to engage and understand their world beyond their local community.

Short Term Data Cycles (STDC) are utilised to support teaching and learning.

Data cycles support teachers to identify learning indicators within reading, writing and mathematics. Teachers articulate that the deep conversations throughout the STDC process and the joint problem solving of next steps for student learning have developed their data literacy and confidence to effectively use data to inform adjustments to teaching for and assessing the learning of every student in their class.

The school identifies the next focus for the school is the development of student agency.

Currently within an explorative phase, student agency is described by some staff as a mechanism to allow voice and choice within learning experiences. It is apparent that some teachers are yet to be clear in regard to student agency definition and how it may look in action or operation. Leaders acknowledge that further development of these approaches is required.

Cognitive complexity, play and deep learning form the centre of the school's curriculum compass.

Teachers articulate that cognitive complexity involves building tasks that put students in the learning pit, are built into sequences of learning, and can be concept driven. All teachers are committed to weekly play with intent, and teachers across all year levels speak of an increasing level of confidence in planning for and scaffolding learning through play. The school is engaging within a regional project to develop opportunities for deep learning.

The continual use of data is viewed as essential to improvement.

The school has established a systematic plan for the collection, analysis and targeted use of student data. This has been continually refined over several years. School leaders are yet to determine the appropriate data set to evaluate and reflect upon emerging school priorities and frameworks, including student agency.

Leaders have purposefully developed a suite of practices and processes to build and maintain an expert teaching team.

A range of opportunities is present within the school supporting staff capability. These include weekly Professional Learning Team (PLT) meetings, professional learning opportunities, Co Teaching, STDC, professional learning plans supported by observation and feedback and Watching Others Teachers (WOT) model. Leaders acknowledge the opportunities for sharing the school's approach with other schools both within and external to the region as an ongoing possibility.

Co Teachers teach alongside classroom teachers to build upon pedagogy and curriculum.

Co Teachers are experts in their fields. They participate in PLTs and co plan with teachers on planning days. Co Teachers prioritise working beside early career teachers and teachers new to the school to model, observe and provide feedback regarding their engagement with expected whole-school teaching practices. Co teachers are acknowledged as being highly valued by all teaching staff.

An extensive range of clubs and groups is resourced to extend the engagement of students in their strengths and interests.

Extracurricular opportunities are part of the school routines and supported by staff and volunteers. A sample of lunchtime clubs includes drama, keyboarding, macramé and sewing. A range of after school sport options is available and includes netball, AFL, touch football, basketball and rugby league. Environmental leaders support the school through vegetable gardening and recycling. Currently, the school accesses a number of volunteers to support students.

Palm Lake Resort provides services that are highly valued by all members of the school community.

Residents volunteer to facilitate a daily breakfast club that is additionally supported by the Young Men's Christian Association (YMCA) breakfast program and the chaplain. Ron and Bob's Maintenance Jobs provides a service across the school when and as required. The knitting club is facilitated twice a week by a group of six residents that teach students to knit and crochet. Each year the knitting club chooses a group to support including the homeless, victims of domestic violence, or the Salvation Army and knit knee rugs or blankets to gift to these groups during a school assembly.

2.2 Key improvement strategies

Build and enact an agreed understanding of what student agency looks like across the school and develop teacher capability to integrate it within existing pedagogical practices.

Actively engage in the regional deep knowledge project to collaboratively decide how learnings are able to be incorporated into the established pedagogical processes.

Design approaches to use data to self-evaluate and reflect upon emerging school priorities and frameworks, including student agency.

Share and celebrate signature practices with other schools and investigate opportunities to learn from other schools.

3. Snapshot of previous school review

The last review carried out at the school was conducted from **7** to **9 March 2017**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2017 review was identified as 953 and the school enrolment was 472 with an Indigenous enrolment of 7 per cent and a student with disability enrolment of 6 per cent.

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

- Continue to engage with the Assistant Regional Director (ARD) and regional human resources team to further develop a workforce plan to employ and retain high performing teachers.

- Ensure that the practices and processes established to support the capability of staff members within the current context of high turnover are sustained and continue to grow over time.

- Develop a Parent and Community Engagement (PaCE) framework to further strengthen community partnerships within the parent and community group.

- Partner with the region to identify opportunities to share the 'school's story' and potential networks with other schools.

4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

Leaders and staff share a collective voice that the school is central to the community. Staff are united in expressing their support of students to achieve success through a safe, happy and welcoming environment that promotes a love of learning, partnerships, positive relationships and advocating the importance of attending school every day. A driving force for the team is supporting students to engage and understand their world beyond their local community.

The tone of the school reflects the school values of *'Compassion, Honesty, Optimism, and Community'*. The school values are apparent through respectful relationships between adults and students, a focus on delivering curriculum through student-centred frameworks, using data to inform practice, and a committed team of staff who deliver a range of pedagogies supporting student engagement and wellbeing. Eagle Bee is a mascot of the school and has been established to recognise classes and their contribution towards school cleanliness. Teachers are 'always on the lookout' for opportunities to incorporate Eagle Bee as a point of reference within learning experiences.

Staff members are able to identify that reading, writing and number are the school priorities throughout the School Strategic Planning (SSP) cycle 2017–2021. The principal details that throughout the SSP cycle, the school focus has remained constant with a continual refinement of school-wide practice and expectation.

The 2021 Explicit Improvement Agenda (EIA) is specifically focused on the Building Blocks in reading and mathematics and on student agency. The EIA has been established by school leaders. They detail that the establishment of the EIA is through a response process to data sets and staff conversations. Most staff are yet to detail their involvement regarding their participation towards determining current school priorities or targets through the systematic approach of analysing and discussing whole-of-school data sets.

The Annual Implementation Plan (AIP) details four focus areas. Each of these focus areas captures actions, targets, timelines and the responsible officer. Student agency and mathematics are apparent through the AIP. The AIP details a range of documentation supporting the 'Why', the 'How' and the 'What' and includes the school vision, Curriculum Compass, teaching and learning framework and pedagogical framework. Leaders describe processes through school data cycles and staff conversations that support the monitoring of AIP strategies. Leaders acknowledge that ongoing monitoring and review is essential.

A range of targets is included in the AIP and include a series of teacher, student, community and parent-focused quantitative and qualitative targets. Some targets are expressed in terms of Level of Achievement (LOA), percentages, and undefined measures. Sample targets include: further development to enhance reading, writing, general knowledge through experience; 90 per cent of students receiving an LOA of 'A', 'B' or 'C' in Prep, Year 1, Year 2, Year 3 and Year 5, PAT-M growth; Playgroup extended to be 0–4 inclusive of community

agency involvement and support; and 20 parents attending each week of the course. How the student LOA target is established, referencing previous achievement levels, is yet to be apparent.

Some staff speak confidently in relation to their knowledge of the EIA focal areas. Teachers speak with less confidence regarding their understanding of AIP actions and targets and the associated strategies undertaken to monitor success. The principal articulates that the AIP, inclusive of actions and targets, is yet to be shared with staff. The Investing for Success (I4S) agreement details an alignment to the school EIA priorities. This funding aligns and supports additional staffing, including Co Teachers and teacher aides, teacher release time and resourcing.

Leaders document that professional learning is sharing, being professionally challenged and professionally accountable for student outcomes. A range of opportunities is present within the school supporting staff capability. These include weekly PLT meetings, professional learning opportunities, Co Teaching, STDC, professional learning plans supported by observation and feedback and WOT model. All teachers articulate their appreciation of these opportunities of collaboration and collegiality, with some teachers new to the profession describing these opportunities as assisting them to become the best teacher they can be.

There is a range of social inclusion priority groups, including students with disability, students in Out-of-Home Care (OOHC), English as an Additional Language or Dialect (EAL/D) learners, Aboriginal and Torres Strait Islander students, and students experiencing domestic violence, family trauma and complex social, emotional and health needs. Leaders and teachers express awareness of students from priority groups.

All staff speak confidently of their desire to be a part of the school team and express pride in their role towards supporting the delivery of learning programs for the range of learners. Many teachers articulate the sense of 'difference' or 'impact' they are having upon students.

School leaders are united and committed to driving an improvement agenda across the school, with evidence from research. This is supported by school-wide processes guiding systematic approaches and staff understanding. Staff commit to their students through an overt school culture of care, respect and expectations for student engagement and behaviour. The school community takes pride in the school.

Improvement strategies

Embed practices of staff collaboration regarding the building of strategic planning documentation that supports staff understanding and knowledge of actions and targets aligned to improved student outcomes.

Systematically monitor through regular cycles of review the strategies and targets aligned to school priorities.

4.2 Analysis and discussion of data

Findings

School leaders express the belief in the continual use of formative student learning data as essential to the improvement of whole-school student achievement levels. A systematic plan for the collection, analysis and targeted use of student data has been established and refined over several years.

Formative data is collected across the year using the 'Reading, Writing and Mathematics Indicator' tools. The indicators have been identified and mapped against the Australian Curriculum (AC) year level achievement standard content descriptions. Teachers utilise the indicators to determine their explicit teaching, differentiated groups, strategy groups and Sequence of Learning (SOL). Teachers collect and record formative data for their class in a school-developed spreadsheet, saved in the edStudio and forwarded to the principal.

Teachers participate in STDC twice a term in each of the three priority areas to report and reflect on their teaching and learning outcomes. Teachers agree on the number of indicators per cycle and effective pedagogy to use through respectful peer challenge and support. Formative data tools are additionally utilised in science, history and geography.

Teaching staff articulate that the deep conversations throughout the STDC process and the joint problem solving of next steps for student learning have strengthened their data literacy and confidence to effectively use data to inform adjustments to teaching for and assess the learning of every student in their class.

Data is collected in reading using PM Benchmarks and PROBE in Terms 2 and 4. PAT-M online is used to collect data in mathematics during Term 4. The National Assessment Program – Literacy and Numeracy (NAPLAN) provides a third data set in Years 3 and 5 to triangulate the consistency of data.

The year level PLT, includes the relevant deputy principal and Co Teachers working beside class teachers to model, discuss and review achievement data. The PLT process includes a review of the previous SOL. Teachers record movement in class data against the school-developed five-point proficiency scales. The PLTs routinely monitor and explicitly track the performance of students with disability in comparison to the year level cohort.

School leaders articulate that the ongoing monitoring of year level data through STDC and PLT protocols is a strength of the school. The review of longitudinal whole-school data sets to monitor the impact of current programs and initiatives on student learning is less clear.

Data review and discussion informs the SOL focus for the next data cycle. A traffic light process is used to review the year level cohort learning outcomes and inform the focus for the next SOL and strategy groups in each class. Each term the year level data in reading, writing and mathematics is compiled and graphically represented.

Parents comment on the visibility and approachability of all school leaders. They express confidence in leaders, and express appreciation for the accessibility and openness of school leaders and teachers in regards to parental feedback.

Teachers refer to using their class data spreadsheet to continually reflect on the effectiveness of their teaching and the value of the STDC and PLT processes to support joint problem solving for identified students yet to make the expected gains.

School leaders identify the next focus for the school is the development of student agency. Leaders are currently differentiating awareness raising activities for staff members. School leaders are yet to determine the appropriate data set to evaluate and reflect upon emerging school priorities and frameworks, including student agency.

Behaviour data is reviewed each term by the wellbeing coordinator to inform whole-school actions and individual support strategies. Staff identify a number of approaches and strategies, including attendance and behaviour data, as a mechanism to track student wellbeing. School leaders monitor whole-school attendance data and undertake appropriate departmental follow up as required.

At the end of 2020 less than 50 per cent of possible transition statements were received for children enrolling in Prep in 2021. Prep teachers refer to conversations with local kindergartens and early learning centres that provide them with pertinent data to support positive transitions.

Improvement strategies

Routinely review longitudinal whole-school data sets to monitor the impact of current programs and initiatives on student learning.

Design approaches to use data to self-evaluate and reflect upon emerging school priorities and frameworks, including student agency.

4.3 A culture that promotes learning

Findings

All staff are committed to a child-centred approach and share a deep belief that every student is capable of successful learning. Staff work to build respectful and inclusive relationships across the school community. Parents speak positively of a sense of community, visible leadership, passionate and caring teachers and express appreciation that school staff 'will do anything' to ensure the academic, social and emotional learning of their child.

The school's wellbeing framework documents clear whole-school processes through the social and emotional framework, the inclusive education framework and complex case supports. All staff attribute the positive culture of the school to high expectations and consistency of the clear processes detailed in these documents.

The social and emotional framework documents the Diamond system for recording and acknowledging positive behaviour in addition to procedures for those requiring support. Gotchas are awarded to acknowledge positive behaviours, and gems are earned through consistent and sustained, positive behaviour over a number of days. Students move to the top of the diamond through a series of steps, each worth 10 gems, with 40 gems earning a certificate, acknowledgement on assembly, and a letter home. A diamond badge is awarded to those students who reach the top of the diamond three times in a year. Gotchas equate to house points and lucky draw incentives. Parents and students express that they value the opportunities provided for recognition of their child's positive behaviour. Students speak with enthusiasm regarding their aspiration to receive a diamond badge.

For students requiring behaviour support, going down the diamond involves a reminder, time out and buddy class before an office referral. Buddy classes and back-up buddy classes are documented and high level behaviours are clearly defined and result in an immediate referral. Specialist teachers utilise the same system without the buddy teacher step. A red alert referral is used when students are at risk of harming themselves or others.

The school has documented a response to bullying in the Student Code of Conduct. Some students require the additional support provided through an Individual Management Plan (IMP). Year-to-date School Disciplinary Absences (SDAs) data indicates eight short-term SDAs have been actioned.

Student behaviour is supported through a wellbeing coordinator, the Essential Skills for Classroom Management (ESCM), play support and intervention, catch-up learning, and external supports that include adult mentors from the community, psychology student placements and external agencies. Play adventures are operated by teachers during the lunch break and include knitting club, Rubik's club, sewing club, Power Rangers, Eagleby Nettas, basketball and soccer.

Social and emotional learning for students is prioritised with mini lessons focusing on the brain, the physical body, resilience, relationships and mindfulness selected by teachers and taught when and as required. Student wellbeing team meetings are conducted weekly and

include proactive and reactive responses to supporting student wellbeing, individual behaviour management plans, targeted supports such as DRUMBEAT (Discovering Relationships Using Music, Beliefs, Emotions, Attitudes, and Thoughts) and psychologists, play supports and school-based health supports.

Staff wellbeing supports include a range of recognition processes. Teachers detail their commitment to school systems and practices supporting student learning outcomes. Some staff articulate the significant time committed to meetings and preparation. Some staff identify the commencement of early work from the leadership team to address work-life satisfaction. The leadership team acknowledges that further exploration of strategies to support work-life satisfaction for staff is an ongoing priority.

Agreed daily whole-school routines for before school, eating breaks and active supervision are documented, as are non-negotiables for teacher aides and staff in the Prep precinct.

Attendance procedures are documented and include daily processes including recording absences, roll marking, unexplained absences, late arrivals and early departures, inconsistent class absences and weekly processes such as whole-class attendance rates, attendance rates for Indigenous students, and unexplained absences of three days or more.

Attendance tokens are given to students for being at school on time for the week without leaving early. Attendance tokens are saved and used to access preferred activities that include free time, a chair on assembly, playing anywhere, movie and disco sessions, or a slip and slide event. Tri-weekly processes include Rubik's cube and attendance champions. At the end of each term 100 per cent attendance awards are presented. Escalated attendance letters are levelled and are used for enforcement of attendance processes.

OneSchool indicates the year-to-date attendance rate is 89.2 per cent, with 26.2 per cent attending less than 85 per cent of school days. The year-to-date attendance rate for Indigenous students is 87.4 per cent with 29.5 per cent attending less than 85 per cent.

Communication between home and school occurs through parades, newsletters, the school website and the school Facebook page. Each class has a closed Facebook page, ClassDojo or Seesaw app for class level communication. Parents speak positively of the ease of communicating with teachers informally at the times they require it.

Classrooms, play facilities and outdoor learning spaces and facilities are well resourced, well maintained and attractive places that create a feeling of care and pride in the learning environment. A strong commitment to the environment is reflected in the natural settings of garden beds, retention of trees and forest areas within the school. An environmental program builds the leadership skills of Year 5 students through environmental action programs to reduce power usage and litter, and increase sustainability. The program has strong cross-curricular links to several curriculum units and mathematics investigations.

The Parents and Citizens' Association (P&C) fundraises through Mother's Day and Father's Day stalls, school discos, pie drives and trading through the uniform shop and tuckshop. The P&C contribute funds to school resourcing and has previously refurbished the uniform shop

with future plans to refurbish and extend the tuckshop. P&C meetings predominantly attract approximately seven parents.

The attendance of students with disability is supported through the leadership team wellbeing meeting structure. Support after the issuing of an SDA is provided through wrap around mechanisms. There are no students with verified disability attending on part-time programs.

Improvement strategies

Collaboratively explore and enact strategies to support staff work-life satisfaction.

4.4 Targeted use of school resources

Findings

The principal acknowledges the importance of developing systems and processes that enable a targeted approach to meeting the learning and wellbeing needs of students, and supporting the capability development of staff aligned to school priorities.

The current bank balance of the school is $446 297. The school budget is determined through the school principal. Historical budgets are considered in addition to the strategic direction. Staff involvement in, or knowledge of, the budget development process is yet to occur. Following budget finalisation, an emphasis is placed upon timely expenditure, with regular financial monitoring and adjustments involving the Business Manager (BM) and principal.

Leaders and most teachers articulate with confidence their understanding of student needs and make efforts to address these needs with available staffing, resourcing or community agency where possible. The school has a deliberate approach of ensuring that digital devices and student stationery are provided through the school. Classes are provided with either $1 500 or $2 000 to support student learning needs.

Across the school, staff identify a highly resourced literature environment supporting curriculum and SOL delivery. It is an imperative of leaders that students have access to new and interesting texts throughout their years of schooling.

The principal is strategic regarding the utilisation of the I4S allocation and flexible staffing arrangements to fund positions to support priorities. Flexible staffing supports the creation of an additional class teacher Full-time equivalent (FTE).

The 2021 I4S funding is $572 031. The agreement directs resources towards teacher aide staffing, PLT release, Co Teacher funding, additional Speech Language Pathologist (SLP) allocations, intervention programs and an environmental recycling program. Four Co Teachers that equate to a 3.0 FTE support teachers across the school with curriculum, pedagogy and differentiation. Teachers speak highly of the support and professional capital provided and recognise these staff as pivotal in driving student learning and engagement.

Alignment exists between school priorities, budgets and I4S funding agreements. A staff Professional Development (PD) plan with a supporting budget is detailed.

Teacher aides work alongside teachers in classrooms. Teachers are provided with a significant amount of support through 'general', 'school-purchased', and 'student with disability' allocations. Teachers express receiving a considerable number of hours of support within their class. Leaders actively schedule and communicate the multiple layers of student support across the school. Teacher aide support is valued by teachers and all stakeholders discuss the strong partnerships to support student learning.

Leaders acknowledge the importance of consistently reviewing financial and human resourcing allocations to measure impact upon student learning.

A large number of clubs and groups are resourced to extend the engagement of students in their strengths and interests. These are part of school routines and supported by staff and volunteers. Lunchtime clubs include drama, keyboarding, macramé and sewing. A range of after school sport options is available and includes netball, AFL, touch football, basketball and rugby league. Environmental leaders support the school through vegetable gardening and recycling. Currently, the school accesses a number of volunteers to support students.

The physical resources at the school are well maintained and include undercover play areas, playgrounds, library, and spacious grass play spaces for student use. The school grounds are neat, safe and well presented. Multiple murals are featured across the school, facilitating the vibrancy of the school. Some have dedication plaques acknowledging cultural links and past students. Leaders articulate the desire of continual utilisation of external playgrounds and green spaces as important aspects of emerging school priorities.

The principal identifies student enrolment growth as a factor significant to future planning. During the course of the current SSP, enrolments have grown from 515 to the current enrolment of 662. The principal identifies the need to facility plan with regional support to prepare for future anticipated growth.

Classroom environments are inviting to students and well appointed to support student learning and wellbeing. Classrooms and learning blocks provide distinct areas for whole-group, small group and individual work. Flexible learning environments are a key feature of some classrooms.

Improvement strategies

Measure the effectiveness of financial and human resourcing allocations through evidence-based systems to support the determination of resource utilisation.

Evaluate future learning spaces across the grounds aligned to emerging school priorities that support access and engagement for students.

Collaborate with regional facilities staff to develop a future facility plan, incorporating planned enrolment growth.

4.5 An expert teaching team

Findings

School leaders have purposefully developed a suite of practices and processes to build and maintain a whole-school expert teaching team focused on improved student learning.

The school has an annual turnover of teachers reflective of the staff mix that includes experienced, mid-career and early career teachers. A comprehensive Staff Handbook 2021 is developed and includes the school's curriculum, assessment and reporting processes, professional learning, non-negotiable whole-school practices and operational information.

School leaders identify working strategically with preservice students on practicum and internship placements with a view to attracting and retaining them as staff members. Several early career teachers comment on their preservice experience, citing high levels of support to develop their teaching practice as the impetus for joining the school staff.

Induction processes are outlined in the Staff Handbook 2021, including pre-commencement activities, specific learning in their first term at the school, and ongoing support over the first year on staff. School leaders work specifically with beginning teachers to support their progression towards full teacher registration. Teachers who have been through the induction process speak highly of the layers of support provided by school leaders, Co Teachers, year level peers and all staff members. In particular they reference the Co Teachers and PLTs.

Co Teachers teach alongside classroom teachers to build upon pedagogy and curriculum design across a range of learning areas. Co Teachers have a detailed roles and responsibilities document.

Co Teachers are experts in their fields and come offline for the school year. They participate in PLT focus meetings and co plan with teachers on planning days. Co Teachers prioritise working beside early career teachers and teachers new to the school to model, observe and provide feedback on their engagement with expected whole-school teaching practices.

The weekly PLT meetings provide routine opportunities for teachers within and across year levels to review the SOL, report on students' learning, possible teaching strategies and collaboratively consider and confirm the next SOL focus. Moderation processes occur once each term. Teachers newer to the school comment that through peer support and modelling they have developed confidence in presenting class data, discussing barriers to learning and reflecting on their teaching.

All staff members are engaged in the Professional Learning Plan (PLP) process each year. In Term 1, staff members have a one-on-one meeting with a line manager to discuss their professional learning needs for the year. During Term 2 teachers are formally observed by a school leader to provide them with feedback regarding their identified area for capability development, followed by a pedagogical conversation related to their topic in Term 3, and Term 4 review of outcomes for the cycle.

In addition, teachers comment on the availability of opportunities for WOT and team teaching to learn from peers. Some teachers comment on the possibility of engaging with teachers external to the school for joint moderation and professional networking.

Teacher aides articulate that they receive a weekly professional learning session that is highly relevant to their support of teaching in classrooms and reflective of their identified professional learning needs.

A documented Staff Meeting and Professional Learning Plan 2021 is published term-by-term and captures the feedback from PLPs, and local and systemic priorities. Professional learning is differentiated to reflect the range of experience levels. Across the staff meeting schedule, Week 5 and Week 10 provide an opportunity for teacher data conversations within and across year level junctures. Moderation and pre-planning are identified in the PLP. Some teachers speak with confidence regarding their engagement as learners through the staff meeting agenda to understand SOLs and differentiation practices.

School leaders engage in cluster networks. The consideration of Deep Learning[1] through participation in the regional project is providing another forum for working collaboratively with other regional schools to explore this pedagogy. School leaders acknowledge the opportunities for sharing the school's approach with other schools within and external to the region as an ongoing possibility.

All staff speak proudly of the established culture of collaboration and teamwork as a strength of the school.

Improvement strategies

Share and celebrate signature practices with other schools and investigate opportunities to learn from other schools.

Explore opportunities for teachers to engage with teachers external to the school through moderation activities and professional networks.

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[1] Fullan, M., Quinn, J., & McEachen, J. (2017). *Deep learning: Engage the world change the world.* Corwin.

4.6 Systematic curriculum delivery

Findings

Leaders provide staff with a breadth and range of documentation supporting the delivery of the AC across the school. Curriculum and pedagogy expectations are specified within the staff handbook. Expectations are that teachers utilise small group learning in all literacy and numeracy lessons through differentiated groups based on the strategies that students are developing. Strategy groups are constantly monitored through formative assessment and STDC cycles, with students moving through strategy groups as their skills and strategies develop.

The school has detailed a 'topic' for each year level in each term. Teachers describe the topic as the Big Idea, or Hook, against which learning experiences are scaffolded. Topics are considered as knowledge and content that support the building of world knowledge and understanding. Current topics include All creatures great and small, What a load of rubbish, and Ancient influences. Topics are continually reviewed to support curriculum alignment.

The school has detailed year level overviews for English, mathematics, science, history, geography, technologies, the Arts, and Health and Physical Education (HPE). These overviews detail the achievement standard and strands for each year level. A link to the AC content descriptions is apparent. The English overview provides detail regarding alignment to the general capabilities and cross-curriculum priorities.

Class teachers are provided with substantial support through documentation regarding the delivery of reading, writing and numeracy. The school has established plans for each term and year level through an 'Understanding by Design' process. This process guides teachers, supported by the Head of Curriculum (HOC), Co Teachers and inclusion teachers to design a staged approached to curriculum. Teachers speak with high regard for the teamwork and collegiality that occur through the once-a-term planning days.

The school has established for each year level a bank of indicators for learning aligned to AC year level achievement standards and content descriptors. Reading indicators are clustered to the Big 6 of reading. For each year level, each semester, indicators are scaffolded against an 'A', 'B', 'C' and 'D' level. The alignment of indicators against levels is sourced from the South East Region (SER) documentation detailing reading behaviours to levels.

The first stage of the plan provides an outline of indicators of learning, a transfer goal, making meaning and acquisition of knowledge and skill elaborations. The first stage of planning prompts teachers to consider student understandings in relation to the indicators of learning and essential questions.

The second stage details the linkage to the topic and is known as the Real-World Transfer Task. This stage outlines the transfer of knowledge from surface to deep. Known locally through the Curriculum Compass, Phase 1 – surface, supports concept knowledge and application with activity-based learning during teaching and learning episodes. Phase 2 – deep, supports open-ended learning experiences to provoke inquiry to design to solution.

Stage three supports teachers through a learning plan. Substantial detail and resourcing are provided to support teachers to deliver content aligned to each indicator of learning.

Staff identify that they review previous units of work through planning opportunities and make adjustments or modifications aligned to student needs and the topic for the forthcoming unit of work. Some teachers indicate the desire to continue strengthening their capability in understanding and applying the AC and all of its associated elements.

A key feature of curriculum delivery is the use of SOL. Supported through STDC, every five weeks, year level teams identify the next SOL. These are considered as the 'hard to teach concepts' and provide a spotlight on a skill responding to student data sets. The school has established a multitude of SOLs aligned to reading, writing and mathematics.

SOLs are designed through a staged process that includes PLT development, Quality Assurance (QA) through the HOC, and delivery with consistency of understanding. Each SOL references the indicators of learning and has a five-point proficiency scale. The SOL provides a range of questions for teachers and sample demonstrations of learning. Each SOL has a bank of aligned resources and a detailed feedback record supporting success and challenges through previous delivery episodes. Teachers have the choice of SOL delivery over the weekly literacy block. Most teachers deliver SOLs two or three times a week, with other time supporting the delivery of other indicators of learning.

Non-school priority areas are delivered either by classroom teachers or specialists. Classroom teachers within year levels complete the Understanding by Design process for science, history and geography. How the school quality assures non-priority learning areas to the AC is yet to be apparent.

Teachers are able to access a large bank of resources, programs and supports as detailed through the Mathematics Map, Writing Program, Reading Program and Atomic Theory Science approach. These include resource kits, independent text kits, fact frenzy, sound kits, sound program, mathematics investigations and numeracy boxes.

Staff members detail a significant emphasis on using formative data as driving a responsive curriculum delivery aimed at the needs of the student. The staff handbook outlines that formative data is collected across the year using the reading, writing and numeracy indicator tools. The handbook further details that summative data is collected in reading using the PM Benchmark Kit and PROBE Kit. PAT-M online is used to collect data during Term 4.

Improvement strategies

Identify further opportunities that strengthen teaching staff capability to understand and use the AC and its elements.

Review learning areas other than mathematics, English and science to quality assure alignment to AC.

4.7 Differentiated teaching and learning

Findings

School leaders have established whole-school practices and processes to ensure that every student is engaged and successful in their learning. These include STDCs, SOLs, weekly PLT meetings, school leader, Co Teacher and specialist support as required.

Teachers refer to the PLTs as their 'go to', to jointly discuss and identify where individual students are in their learning and possible next steps. PLT meetings provide routine opportunities for teachers to closely monitor the progress of both the class and individual students and adjust their teaching in a timely way.

All staff members express the belief that although individual students present at different rates and stages of learning, all students are capable of success. Staff reference the importance of timely support and the strategic use of evidence-based interactions to facilitate the transfer of concepts taught to long-term memory.

Teachers speak with confidence in relation to working collaboratively with peers in other year levels to plan for and provide appropriate learning sequences for high achieving students to be challenged and extended in their learning. Some students comment on their desire for challenge and that they seek to be stretched in their learning.

The established teaching and learning cycle includes explicit whole-group teaching, differentiated small group learning and strategy groups to focus on SOL challenges identified through the PLT cohort data review. School leaders identify the need to further develop teacher expertise in working in the strategy group component of the explicit teaching lesson design.

Some teachers conference with students to discuss learning progress and identify their next learning focus.

Teachers utilise a range of formats to communicate with parents and caregivers regarding their child's learning progress and what they might do to assist their child's further learning. These include semester reports and parent teacher meetings, closed Facebook groups, Seesaw app, ClassDojo, emails, phone calls and videos on common topics identified by parents.

A fully inclusive model is established at the school. Inclusive education teachers work collaboratively with class teachers and students' parents and caregivers to implement adjustments and curriculum provisions to support student learning, growth and development. Individual Curriculum Plans (ICP) are developed in consultation with parents and caregivers for a very small number of identified students with disability.

All students with a verification have a recorded Personalised Learning Plan, on OneSchool. This information is completed and updated by the inclusive education teacher each year and aligns with the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The inclusive education teacher records the adjustments and support provisions accessed by a student with a verification through the support provision tab in OneSchool.

Inclusive education teachers articulate that they are well resourced to co plan, assess and report on student progress with class teachers. Inclusive education teachers have a teacher aide to assist with timely in-class support across their identified year levels. Inclusive education teachers work closely with the wellbeing coordinator regarding support for specific students across the school program.

Complex case management meetings are held weekly following the established complex case flow chart. Referral forms and support materials are available on the edStudio to guide teachers new to the school through the process.

A range of intervention programs is established across the school. These include small group intervention in reading – phonics and reading, and mathematics – number. Oral language intervention groups are identified either through the Head of Inclusive Education, in consultation with the SLP or the oral language teacher.

The SLP is working in a Response to Intervention (RTI) framework in consultation with the Head of Inclusive Education. The SLP works with a range of students through short-term small group intervention.

The oral language teacher supports students within the lower year levels through hands-on engaging learning opportunities to extend oral language linked to the classroom curriculum units.

The school guidance officer works across multiple teams within the school. The guidance officer supports students through cognitive assessments, provides short-term counselling and liaises with external agencies for longer-term support needs.

Teacher aides are trained to deliver targeted small group programs for students identified through class and cohort data review.

Improvement strategies

Strengthen teacher capability to differentiate for the full range of students within the strategy group delivery model.

4.8 Effective pedagogical practices

Findings

The school leadership team recognises the importance of and are committed to highly effective teaching practices as the key to improving student learning throughout the school.

The leadership team acknowledges the importance of research as a basis for pedagogical practice. Using collaborative processes, staff have intentionally taken pedagogical elements supporting the school's context from a wide range of educational researchers and incorporated them into the school's pedagogical framework.

Teaching staff are committed to identifying, understanding and implementing teaching practices in their classrooms so that improved learning outcomes are able to be achieved for all students. Members of the leadership team observe classroom lessons as part of the teachers' professional learning and provide all teaching staff with feedback. Co Teachers model, observe, co plan with, and support all teachers in developing pedagogical practice. These supports are well received by teachers who identify this process as improving classroom practice in priority areas.

Teachers are committed to a structured pedagogy approach within the areas of reading, writing and numeracy. This structure follows a format of Explicit Instruction (EI), differentiated activities, a check for understanding and strategy grouping. A key feature of this process is the differentiated and strategy groups. The differentiated element allows for students to be like-grouped to ability to practise the concept from the EI. The strategy group provides targeted teaching for identified students.

Student learning is closely monitored through ongoing formative assessment and 'just-in-time' adjustments are made to ensure that differentiated activities and strategy groups are targeted to student needs.

Cognitive complexity, play and deep learning form the centre of the school's curriculum compass. Teachers articulate that cognitive complexity involves building tasks that put students in the learning pit, are built into sequences of learning and can be concept driven.

All teachers are committed to weekly play with intent, and teachers across all year levels speak of an increasing level of confidence in planning for and scaffolding learning through play. The school is engaging within a regional project to develop opportunities for deep learning across a group of similar learning journey schools. Leaders express that they are looking forward to the opportunity this collaborative opportunity will present.

Teachers and leaders speak of the emerging practice of developing student agency across the school. Currently within an explorative phase, student agency is described by some staff as a mechanism to allow voice and choice within learning experiences. It is apparent that some teachers are yet to be clear in regard to student agency definition and how it may look in action or operation. Leaders acknowledge that further development of these approaches is required.

Teaching and learning are characterised by two phases. Phase one includes the development of concept knowledge and its application with activity-based learning. This may include research, and can be built into reading and writing. Phase two includes open-ended learning experiences that provoke inquiry to design for solutions. The order in which the two phases are actioned is dependent upon the context of the learning, and student agency can be built into phase two.

Cognitive verbs, characterised as retrieval comprehension, analytical processes, and knowledge utilisation guide the writing of curriculum documents and can be used in lesson planning and differentiated groups. Some teachers detail how they reference these cognitive verbs during the planning process.

It is apparent that teachers know where their students are in their learning and the indicators and progressions provide clarity regarding the next steps. Students describe their learning as 'just right' and identify the next steps required to continue their learning. Parents and students articulate that students are engaged and challenged, learn concepts that are applicable to the wider world, and are well prepared for high school.

Student learning is closely monitored through ongoing formative assessment and just-in-time adjustments are made to ensure that differentiated activities and strategy groups are targeted to student needs.

Targeted early intervention in reading and numeracy are conducted in three to four-week blocks. Students are selected by teachers and the intervention is delivered by teacher aides. Students are able to repeat interventions, yet not in consecutive rounds.

Pedagogical practices have been influenced by book studies including Leaders of Learning[2], Coherence[3], The Art and Science of Teaching (ASoT)[4], The Smartest Kids in the World[5], Differentiation and the Brain[6], Crucial Conversations[7], The Will to Lead, the Skill to Teach[8],

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[2] DuFour, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement.* Solution Tree Press.

[3] Fullan, M., & Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems.* Corwin.

[4] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Association for Supervision and Curriculum Development (ASCD).

[5] Ripley, A. (2014). *The smartest kids in the world: And how they got that way.* Simon & Schuster.

[6] Sousa, D. A., & Tomlinson, C. A. (2018). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom.* Sutherland*.*

[7] Patterson, C., Grenny, J., McMillan, R., & Switzler (2011). *Crucial conversations: Tools for talking when stakes are high.* McGraw Hill.

[8] Muhammad, A., & Hollie, S. (2012). *The will to lead, the skill to teach: Transforming schools at every level.* Solution Tree Press.

Overcoming the Achievement Gap Trap[9], Let the Children Play[10], The Learning Challenge[11], Visible Learning for Literacy[12], and The Leadership Brain[13].

Improvement strategies

Build and enact an agreed understanding of what student agency looks like across the school and develop teacher capability to integrate it within existing pedagogical practices.

Actively engage in the regional deep knowledge project to collaboratively decide how learnings are able to be incorporated into the established pedagogical processes.

[9] Muhammed, A. (2015). *Overcoming the achievement gap trap: Liberating mindsets to effective change.* Solution Tree Press.

[10] Sahlberg, P., & Doyle, W. (2019). *Let the children play: How more play will save our schools and help children thrive.* Oxford University Press*.*

[11] Nottingham, J. (2017). *The learning challenge: How to guide your students through the learning pit to achieve deeper understanding.* Corwin Press.

[12] Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, grades K-12: Implementing the practices that work best to accelerate student learning.* Corwin.

[13] Souza, D. A. (2003). *The leadership brain: How to lead today's schools more effectively.* SAGE Publications.

4.9 School-community partnerships

Findings

Extensive partnerships have been established in response to identified needs within the school. These partnerships include parents and community organisations. There is a strong commitment by partners to ensuring the success of programs.

A chaplain is employed 2.5 days a week and is shared with the feeder high school. The chaplaincy program supports the breakfast club, provides lunches through the Eat Up program, lunchtime activities, and home visits four times a week. Targeted programs include reading with Year 4 students, the kindness trail with Year 5 students and a mental strength program for Year 6 students.

School events include a book character parade, Easter bonnet parade, an art showcase, whole-school, junior and senior parades, Raise a Reader program, Concert on the Green, sports days, Book Fair, a Prep Mothers' Day session, and Early Childhood Day. These events provide opportunities for parents and the community to engage with the school. The leadership team has identified the desire for parents to be more involved in classroom learning. The principal encourages community use of the grounds after school and on weekends.

An extensive music program offers classroom music, strings and woodwind, brass and percussion instrumental music, a keyboarding group, two choirs, a recorder group, string ensemble, senior and junior bands, ukulele groups known as the Bugs and Pugs and the student-led Whacky Whackers. The choirs perform at local ANZAC events, school assemblies and the Eagleby Festival. The school additionally competes at the annual QUOTA Eisteddfod in a range of categories.

Outside School Hours Care (OSHC), conducted by the Police-Citizens Youth Club (PCYC), provides well-supported activities for students before and after school. OSHC staff participate in special events such as Early Childhood Day and dressing up on theme days.

An active Eagle Bees playgroup is facilitated by one of the deputy principals and a teacher aide each week, and is supported by the Wesley Mission. Up to 40 students and caregivers attend each week, with morning tea provided.

Transition to Prep includes an interview with the family, three Prep transition mornings that incorporate parent information sessions and a gift bag from the school, and visits by Early Childhood Education and Care (ECEC) providers, formally and informally. Transitions to school may be tailored to accommodate additional needs of new Prep students. The educators from some of the feeder ECECs visit the school at the beginning of the Prep year to assist with a smooth transition. Local centres are invited to school events including the book character parade, Easter bonnet parade and Early Childhood Day. Parents of current Prep students speak highly of the transition program and the resulting ease in beginning formal schooling for their child.

A Health Hub has been established in the school and pop-up clinics provide allied health services to identified students. During the transition to Prep process, students who are identified with support needs are invited to attend a pop-up clinic, with an occupational therapist and SLP providing weekly ongoing support during their Prep year.

There is a long-established relationship with the local high school. Transition to high school processes include two whole-day visits for students in Term 4. Transitions for students with disability occur over a longer period of time. The principals of the two schools attend important ceremonies and functions at the other school, and high school students attend the primary school for various events, including the staffing of a food van at sporting events. The ARTIE (Achieving Results Through Indigenous Education) program extends across the two schools.

Residents of the neighbouring Palm Lake Resort provide services that are acknowledged as highly valued by all members of the school community. Residents volunteer to facilitate a daily breakfast club that is additionally supported by the YMCA breakfast program and chaplain. Ron and Bob's Maintenance Jobs provides a service across the school as required. The knitting club is facilitated twice a week by a group of six Palm Lake Resort residents who teach students to knit and crochet, in addition to basic sewing skills and the sewing on of buttons. The knitting group incorporate students' work into their projects and provides gifts to student knitters at Christmas and to students in need of support. Each year the knitting club chooses a group to support such as the homeless, victims of domestic violence, or the Salvation Army and knit knee rugs or blankets to gift to these groups during a school assembly.

Quota Cops Kids Altogether (QuoCKA) is a reading program whereby all Year 2 students read with volunteers from QUOTA and the Queensland Police Service (QPS) and are gifted a book to take home. A second book is provided as a donation to the library.

Intentional connections and collaborations with external support agencies include Intensive Family Support (IFS), EVOLVE, Complex Needs Assessment Panel, Aboriginal and Torres Strait Islander Community Health Service (ATSICHS), Beenleigh Child Safety Service Centre, headspace, NDIS (National Disability Insurance Scheme) Early Childhood Early Intervention (ECEI), Nerang Food Bank and the Translating and Interpreting Service (TIS). The school additionally ensures that all students in Prep and students new to the school with support needs access hearing screening, and all Prep students participate in Queensland Health's vision screening processes.

Leaders acknowledge that school and community partnerships constantly evolve with the needs of the school community and continue to source opportunities to build partnerships that will support future improvement priorities.

The previous review made the recommendation to develop a framework for parent and community engagement to further strengthen community partnerships within the parent and community group. Leaders identify that partnerships are strong and incorporated across learning opportunities supporting students.

Improvement strategies

Enhance opportunities that support increased parent engagement within classrooms.

Identify future opportunities for partnerships that align with emerging school priorities.