Eagleby State School

School Review Report

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Eagleby State School** from **7 to 9 March 2017**.

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

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

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

1.1 Review team

Liam Smith	Executive Director, SIU (review chair)
Jenny Hart	Internal reviewer
Judi Hanke	External reviewer

1.2 School context

Location:	Cnr Herses and Fryar Roads, Eagleby
Education region:	South East Region
Year opened:	1988 (current location)
Year levels:	Prep to Year 6
Enrolment:	472
Indigenous enrolment percentage:	7 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	953
Year principal appointed:	2014
Full-time equivalent staff:	33.82
Significant partner schools:	Beenleigh State High School
Significant community partnerships:	Palm Lakes Resort Eagleby Heights, Police-Citizens Youth Club (PCYC), Griffith University, Mulberry Bush Childcare Centre, My Little Place Eagleby
Significant school programs:	Curriculum by design, Professional Learning Teams (PLT), Fun Facilitators Play Program, the breakfast club, Koala Joeys family program, music programs

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Business Services Manager (BSM), five co-teachers, 20 classroom teachers, 13 teacher aides, chaplain, physical education teacher, music teacher, Languages Other Than English (LOTE) teacher, coding teacher, two special education teachers, behaviour advisory teacher, Parents and Citizens' Association (P&C) members, 17 parents, 30 students and 10 student leaders.

Community and business groups:

- Palm Lake Resort Eagleby Heights, Mulberry Bush Childcare Centre and My Little Place Eagleby.

Partner schools and other educational providers:

- Beenleigh State High School.

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	School Data Profile (Semester 2 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	edStudio
School pedagogical framework	Professional development plans
School data plan	School newsletters, Facebook and website
Social and Emotional Framework	School Opinion Survey 2016
Headline Indicators (October 2016 release)	Curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

The tone of the school reflects a school-wide commitment to purposeful, successful learning.

A strong collegial culture is established with a comprehensive and regular meeting structure organised to drive the implementation of the Explicit Improvement Agenda (EIA). Agreed practices and understandings outline the non-negotiable behaviours expected by all teaching staff to promote a positive learning culture.

The school leadership team is united and committed to improving the learning outcomes for all students.

The leadership team has established an improvement agenda which focuses on the building of teacher capability through rigorous intent and focus, targeted differentiation through Explicit Instruction (EI), differentiated tasks and strategy groups, and the development of cognitively complex real-life tasks.

Staff members are committed to enhancing learning outcomes for the students.

A school-wide culture of high expectations for student academic outcomes is embedded within the school. High expectations exist for student behaviour, uniform standards and school attendance.

There is evidence that the school leadership team views the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

The last three years has seen a high turnover of teachers at the school. In 2016, 68 per cent of the teaching team were new to the school and in 2017, 25 per cent of teachers are new to the school. The average level of teaching experience of those teachers from Prep to Year 6 is 2.7 years. Strategies including the introduction of the co-teacher model to support beginning and emergent teachers have been introduced, with all teachers indicating that they value the professional conversations and interactions that arise from this model.

Parents interviewed report that they are satisfied with the school and how it meets the individual learning needs and social emotional needs of their children.

Parents are visible in the school and feel welcome to attend school assemblies and celebrations. The P&C membership base has increased and represents the 31 cultures within the school. The school's partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations. A parent and community engagement framework is yet to achieve its full potential.

Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices.

Teachers collaboratively plan, deliver and review the effectiveness of lessons and report that they consistently utilise and value the edStudio as a resource. The sharing and showcasing of best practice is common. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning.

School leaders place a high priority on the ongoing professional learning of all staff members.

School leaders participate in professional learning activities, learning alongside teachers. Opportunities for school leadership team to build networked school relationships including the showcasing of the school's best practices with like-minded schools are yet to be fully explored.

The school has developed an explicit plan for curriculum delivery across the year levels of the school with a particular focus on reading, writing, mathematics and science.

The school has translated the content descriptors and assessment standards of the Australian Curriculum (AC) into indicators and proficiency standards, against which student progress is tracked and assessed.

2.2 Key improvement strategies

Continue to engage with the 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 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.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school leadership team is united and committed to improving the learning outcomes for all students.

The leadership team has established an improvement agenda which focuses on the building of teacher capability through rigorous intent and focus, targeted differentiation through EI, differentiated tasks and strategy groups, and the development of cognitively complex real-life tasks.

This work is undertaken through a primary focus on reading, writing and mathematics.

Clarity in relation to the specific behaviours the leadership team expects to see demonstrated by teachers and students is developed. All teachers interviewed are able to express specific implications for instruction that the improvement agenda has for their practice in their classrooms.

Staff members are committed to enhancing learning outcomes for the students. A school-wide culture of high expectations for student academic outcomes is embedded within the school. High expectations exist for student behaviour, uniform standards and school attendance.

The leadership team has analysed school performance data in reading, writing, number, attendance and behaviour over a number of years and is aware of trends in student achievement levels. Clearly defined targets for improvement are developed and accompanied by timelines.

Targets are set as part of the improvement agenda. It is apparent that school-wide targets are translated into specific year level targets and then individual class targets by teachers. Progress towards targets is monitored at a leadership and cohort level and programs are evaluated for their effectiveness. Teachers regularly analyse the student outcome data for their classes and discuss this with individual students.

The school's Annual Implementation Plan (AIP) outlines the key priorities. An aligned set of strategies is developed to build teacher capability and improve levels of student achievement. These strategies are aligned to the school's strategic plan, state and regional improvement priorities.

A documented *'Administrative Responsibilities Overview for 2017'* outlines line management accountabilities, Professional Learning Teams (PLT) and Annual Performance Development Plans (APDP) allocations, and strategic and management responsibilities for the school leadership team.

The school uses an edStudio as a central collection and storage point for a range of documents and resources which outline the many facets of the 'school's way'.

The leadership team has created the role of co-teachers to support classroom teachers in the development of their capability. Teachers interviewed report that these roles are highly effective in mentoring, coaching and providing guidance to classroom teachers.

There is evidence of a school-wide commitment to every student's success and staff members of the school relate anecdotes regarding significant student improvement. All staff members interviewed speak positively of the focus on developing teacher capability and the supportive environment that has been created.

There is evidence of a strong focus on creating a disciplined learning environment particularly through the implementation of a school-wide social and emotional framework.

Improvement strategies

Regularly revisit and analyse the progress towards student achievement targets as documented in the AIP and Investing for Success (I4S) agreement.

Continue to monitor the effectiveness of the EIA against the full range of student learning outcomes.

3.2 Analysis and discussion of data

Findings

There is evidence that the school leadership team views reliable and timely student data as essential to their effective leadership of the school. There is a documented data analysis and implementation plan that includes school-wide targets and timelines for the collection of data on student achievement and attendance.

Time is set aside on school professional development days, in PLT meetings and as part of the school's five week data cycle process, for the discussion of data and the implications of data for school policies including attendance, reading, writing, mathematics and classroom practices. These discussions occur at whole-school and PLT/year level cohort meeting. Data analysis practices are consistent across year levels. There is a culture of data reflection and self-evaluation across the school. School leaders actively lead and facilitate these data conversations.

The leadership team recognises the need to introduce individual teacher data conversations with the intent to delve deeply into pedagogical practices and individual student achievement levels.

The school has utilised additional financial resources to release teachers for an additional one hour per week to meet as a PLT to examine problems of practice, to examine student work against a proficiency scale and to moderate teacher judgements. Teachers interviewed speak highly of these data conversations and the pedagogical practices that are informed by these processes.

The school has introduced five week data cycles to ensure that all teachers are engaged in data conversations in relation to student progress against school-developed indicators. Clear protocols are established to support these conversations. Teachers speak highly of these professional conversations and learnings that have ensued from these meetings.

There is evidence across the school that student progress regarding reading, writing and mathematics is closely monitored. Rigorous tracking processes are implemented for all students in relation to their progress against year level indicators.

Student attendance data is monitored across the school and a range of strategies are established to support student attendance at school. School data sets indicate that this range of strategies is effective in resulting in improved student attendance.

Student participation in National Assessment Program – Literacy and Numeracy (NAPLAN) is declining across all years. Year 3 NAPLAN participation has declined from 100.0 per cent in 2008 to a range of 88.6 to 90.0 per cent in 2016. Year 5 participation rates in 2016 NAPLAN range from 76.2 per cent to 85.7 per cent which compares to a range of 96.4 per cent to 100.0 per cent in 2008. NAPLAN results should be interpreted in light of this decline in participation.

The 2016 NAPLAN results identify that in relation to Mean Scale Score (MSS), the school's achievement is similar to Similar Queensland State Schools (SQSS) across all strands with the exception of Year 5 reading and numeracy which are below SQSS.

The 2016 NAPLAN data indicates Year 3 and Year 5 Upper Two Bands (U2B) performance has improved from 2015 in all strands apart from Year 3 reading, spelling and numeracy.

NAPLAN relative gain 2014-2016 for Year 3 to Year 5 is similar to SQSS in writing and spelling and below SQSS in reading, grammar and punctuation and numeracy.

NAPLAN improvement relative to the nation 2008-2016 indicates that the gains for students at this school in MSS, U2B and achievement at or above the National Minimum Standard (NMS) are at or above the nation across all strands and year levels except for Year 3 U2B reading and Year 5 U2B numeracy.

The Closing the Gap report for 2016 NAPLAN indicates Indigenous students in Year 3 are achieving seven mean scale points above their non-Indigenous peers in reading.

Improvement strategies

Implement, as planned, individual teacher data conversations.

3.3 A culture that promotes learning

Findings

There is a shared belief that all students can learn and all teachers can teach. Interviews with teachers indicate a consistent belief that all students are capable of learning, with one teacher noting that 'You have to have the belief that all kids can learn; kids don't come to Eagleby to be pitied or bubble wrapped'.

The vision and values, developed following considerable consultation in 2015, are clearly articulated and referred to in professional learning conversations. The school vision statement describes its community as 'a passionate, happy, energetic place that provides a rigorous, fast paced education which embraces and engages all learners. We value and are proud of our rich diversity. Everyone is empowered through high expectations to nurture and inspire global citizens. We are united as we stretch to reach our individual and collective potential.'

The tone of the school reflects a school-wide commitment to purposeful, successful learning. A strong collegial culture is established with a comprehensive and regular meeting structure organised to drive the implementation of the EIA. Agreed practices and understandings outline the non-negotiable behaviours expected by all teaching staff members to promote a positive learning culture.

Professional reading with the leadership team is consistent and relevant and threaded through the purposeful conversations with staff members. Teachers have an overt and shared commitment to the improvement of teaching and are open to critique by colleagues. This is reflected through the regular sharing of strategies and practices across classrooms through the co-teaching model and PLT. The co-teacher roles and responsibilities statement that includes clarification, support and experience around the curriculum vision, is published on the school's edStudio.

Positive relationships between staff members and parents are built on trust and support with parents encouraged to participate in school activities and communicate via email and Facebook. School leaders and teachers desire greater levels of parental engagement in the school. An opportunity exists for parents to become more engaged and to be seen as partners in their child's learning.

There is a strong emphasis on student attendance and all teachers are encouraged by the leadership team to actively promote attendance at school and implement, monitor and review student trends. Students are provided with incentives including attendance tokens and positive reinforcement to improve their attendance at school.

The school data profile for Semester 1, 2016 indicates improvement in attendance rates for Indigenous students from 82.4 per cent in 2013 to 88.8 per cent in 2016, whilst attendance rates for the same period for non-Indigenous students has improved from 89.1 per cent to 90.8 per cent.

Semester 1, 2016 data indicates the attendance rate for students attending less than 85 per cent of the school year is 26.5 per cent for Indigenous students and 20.7 per cent for non-Indigenous students.

The social emotional framework developed by the behavioural advisory teacher, in consultation with staff members, ensures that teachers use consistent behaviour management strategies as outlined in the social emotional framework.

Students are taught life skills using a program designed and developed by the school's staff members. The program guides students' personal growth and development using emotional intelligence and capability-building processes. All program resources are provided on edStudio.

An extension of the social emotional program is the '*Fun Facilitated Play Program'*, designed to support students to develop positive social interactions and life skills in real-life contexts. Staff members actively volunteer their support for the lunchtime fun facilitator program providing a nurturing and safe environment for students each lunchtime.

Protocols for incident management, data entry into OneSchool and student referrals for minor, major and positive behaviours are consistently enacted. Parents indicate through the 2016 School Opinion Survey (SOS) that 'student behaviour is well managed at the school' with a significant increase in agreement from 53.3 per cent in 2014 to 98.4 per cent in 2016. School Disciplinary Absences (SDAs) indicate a decline from 91 short term absences in 2012 to 11 in Semester 1, 2016.

An inclusive culture is pervasive across the school and positive and caring relationships are apparent in classrooms and in the playground. Parents interviewed speak well of the school and student leaders appreciate the interest that their teachers take in them and their learning.

SOS data indicates consistently higher levels of staff satisfaction in all descriptors when compared with Like School Group and all State Primary Schools. 100.0 per cent of staff respondents agree that 'this is a good school'.

Similar patterns emerge from the parent SOS for 2016 with significant improvement compared to data collected in 2014 particularly in the provision of 'useful feedback about my child's progress' at school, which increased from 46.7 per cent in 2014 to 95.2 per cent in 2016. This is above the Like Schools Group and all State Primary Schools school percentages.

Improvement strategies

Identify and document ways for parents and families to become integral members of the school community and partners in student learning.

Continue to embed the social emotional framework across all areas of the school.

3.4 Targeted use of school resources

Findings

The school leadership team gives a high priority to understanding and addressing the learning needs of students in the school. There are school-wide policies and practices established to assist in identifying student learning and social emotional needs.

The Student Action Strategy (SAS) team meets weekly to discuss student referrals for support. Members of the leadership team, specialist teachers, special education staff members, referring class teacher, guidance officer and other staff members as required discuss each referral and the support required. Meeting agendas and minutes including actions are kept and monitored to ensure appropriate actions are undertaken. Students are referred for academic, behaviour or social emotional support. Appropriate staff members case manage the referrals and suggested actions.

Staff members are deployed to best meet the learning needs of all students. Prep classes have a full-time teacher aide to facilitate their early learning needs. All classrooms are allocated teacher aide time to support the learning of students. This support is used mainly for differentiated learning activities aligned to the school's priority areas of reading, writing, spelling and mathematics. Special education teacher aides work with Students with Disability (SWD) in their classrooms.

Timetables are developed to ensure the maximum usage of teacher aides to directly support the learning needs of students.

The flexible use of school staffing has enabled the employment of a teacher to support students with complex behaviour needs, co-teachers to support the pedagogical practices of teachers and a specialist oral language teacher. These teaching staff members build the capability of teachers and provide additional support for students.

School-wide programs are established to support students with additional learning needs and include speech language programs and programs for Indigenous students. Targeted reading intervention is provided to identified students by trained teacher aides for a three week cycle of 15 minutes instruction per day.

Flexible curriculum arrangements are developed to support Prep students who are in Prep/Year 1 classes to join the Prep cohort for some learning activities including access to the gross motor program.

Teachers and students have access to a range of information technologies to support learning. Classrooms have desktops, laptops and iPads. A staffing fraction is utilised to provide coding lessons for students in Years 4 to 6. Budget allocations are provided and resources are being purchased to support the coding and robotics program.

The school has a range of learning environments including a well-resourced library incorporating a computer lab, break-out spaces and seminar room. Outdoor spaces are attractive and are used to facilitate small group and class learning. A multi-purpose hall and

sporting courts are used for physical activities including dance and physical education programs.

Teaching staff members have access to classroom budgets and can request resources through established processes. Staff members comment that they are well resourced and have access to the materials they need to support their teaching and learning programs.

The school is supported by a BSM and administration officers. The BSM is recently appointed and has developed a strong network of support including the BSM network and the regional Abilities Based Learning and Education Support (ABLES) group. The principal and BSM meet regularly to review budget allocations. Daily communication occurs through emails to ensure smooth operation, approvals and transactions.

The school budget aligns to system and school priorities and clearly demonstrates a commitment of funds to enhance student learning and staff capability. At the time of the review the school's current bank balance is $303 336 including $111 687 for asset replacement for 2016/17 and $25 499 in outstanding orders.

The school will receive $331 050 under the I4S initiative. Planned expenditure includes teacher aide support for each PLT, release for teachers to attend PLT meetings, salaries for co-teacher positions and behaviour support teacher as well as funds to support reading intervention and resources.

Improvement strategies

Continue to monitor the allocation of all human resources and budget allocations in relation to the achievement of the school's improvement agenda.

3.5 An expert teaching team

Findings

The school places a priority on attracting, retaining and developing the best possible teachers. The cohort of beginning teachers includes several teachers from the National Exceptional Teachers for Disadvantaged Schools (NETDS) program identified through strong academic results by the Queensland University of Technology (QUT).

The school leadership team views the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students. The last three years has seen a high turnover of teachers at the school. In 2016, 68 per cent of the teaching team were new to the school and in 2017, 25 per cent of teachers are new to the school. The average level of teaching experience of those teachers from Prep to Year 6 is 2.7 years. Strategies such as the introduction of the co-teacher model to support beginning and emergent teachers have been introduced, with all teachers indicating that they value the professional conversations and interactions that arise from this model.

Teaching practices across the school reflect the strongly held belief that all children can learn, no matter where they are in their learning journey. Attention is given to identifying the learning needs of students and monitoring their progress, to ensure that teaching is targeted for the individual.

Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice is common. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning.

All staff members participate in the APDP process each year. Professional learning plans and year level curriculum indicators are used to facilitate this process and includes observation of classroom practice by the principal and deputy principal on two occasions in every classroom each year.

The school's 2017 Professional Development (PD) plan provides an overview of the topics that are to be covered in staff meetings throughout the year to improve teacher capability. Teachers interviewed report that they are able to add emerging topics to this agenda.

Teachers collaboratively plan, deliver and review the effectiveness of lessons and report that they consistently utilise and value the edStudio as a resource.

Classroom teachers have created stimulating classroom environments with displays of student work and protocols for learning in every classroom. The use of computers including iPads and laptops is apparent at all year levels with teachers regularly using electronic whiteboards to enhance their teaching.

School leaders place a high priority on the ongoing professional learning of all staff members and on the development of a school-wide self-reflective culture focused on improving classroom teaching. School leaders participate in professional learning activities, learning alongside teachers.

Opportunities for the school leadership team to build networked school relationships including the showcasing of the school's best practices with like-minded schools are yet to be fully explored.

Improvement strategies

Continue to engage with the ARD and regional human resources team to further develop a workforce plan to employ and retain high performing teachers.

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

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

Continue to support the capability of teachers to move into leadership roles within and beyond the school.

3.6 Systematic curriculum delivery

Findings

The school has developed an explicit plan for curriculum delivery across the year levels of the school with a particular focus on reading, writing, mathematics and science.

The school has translated the content descriptors and assessment standards of the AC into indicators and proficiency standards, against which student progress is tracked and assessed.

Staff members interviewed are able to articulate the planning cycle that has been adopted, the development of term overviews and the learning sequences that are utilised to scaffold the curriculum delivery across the school.

Teachers are released for term planning for a day each term. Teachers interviewed express a high regard for these planning days and the support they receive from the leadership team and their co-teachers as part of the planning process.

School leaders work closely with teachers in the planning cycle and throughout the school term to ensure the delivery of the curriculum remains the basis for staff discussions.

The school places a priority on the development of learning sequences (hard to teach concepts) which unpack the learning behaviours that are evidenced at each level of a proficiency scale. A rigorous moderation process is developed to support and guide professional judgements and learning of the teaching staff.

Assessment processes are aligned to the school's curriculum plan. The collection and analysis of formative data sets are a feature of this school. Teachers and school leaders discuss the further development of summative assessment tasks including the cognitively complex tasks and investigations as the next step in the school's curriculum journey.

Teachers articulate the processes the school has adopted to ensure that reporting processes are aligned to the school's curriculum. Internal moderation at the conclusion of each semester is a feature of the school. Levels on report cards are assigned based on students' achievement of the curriculum indicators.

The leadership team identifies external moderation with a partner school as an area they would like to explore into the future.

The PD of teachers in relation to the school's curriculum design is a feature of the school. PD opportunities are closely linked to the school's curriculum plan. Teachers speak highly of the role of the co-teachers as a lynch pin in developing their understanding of the school curriculum structure and delivery expectations.

The AC - science is delivered through the lens of atomic theory.

The planning and teaching of science lessons are undertaken by a specialist science consultant and the co-teachers. The co-teachers prepare follow-up science lessons for classroom teachers to deliver. The specialist science team work with teachers in the development of a set of indicators for tracking and reporting of student progress.

Improvement strategies

Continue to revisit and revise the school's curriculum plan to ensure that it addresses the expectations of the Prep to Year 12 curriculum, assessment and reporting framework.

Engage with the region to identify potential partner schools for external moderation opportunities.

3.7 Differentiated teaching and learning

Findings

The leadership team actively promotes the use of differentiated teaching as a strategy for ensuring all students are engaged in their learning. Teaching practices across the school reflect the belief that all students are capable of successful learning.

Targeted differentiation is an identified area for improvement in the school's EIA. Teaching staff members can articulate that their lessons begin with an explicit teaching episode followed by differentiated tasks that are further reinforced and differentiated for learners, if required, through strategy groups. Strategy groups are provided to ensure that students who require further learning opportunities to revisit previously learnt concepts have the opportunity to do so. Conversations with teachers, teaching planning documentation and artefacts in classrooms demonstrate that these differentiation strategies are implemented in practice. Some teachers would appreciate further professional learning opportunities to build their skills in differentiating the curriculum.

Teachers work hard to understand where students are in their learning. They use a range of assessments as well as school developed tools and spreadsheets to track student achievement. School curriculum planning and PLT processes allow teachers to focus on students' current knowledge and identify gaps in learning. These processes identify starting points for teaching to personalise teaching and learning activities.

Teachers endeavour to engage all students in their learning by targeting the 'stretch' zones for students within their differentiated tasks and strategy groups. There is a focus on providing multiple opportunities and building deep learning for students. Students can articulate how teachers put them in their 'stretch' zone. High achieving students have opportunities to engage in IMPACT programs. Some students and staff members articulate a need to provide further learning extension opportunities for high achieving students.

The school has developed school-wide processes to create and implement Individual Curriculum Plans (ICP) for students who require access to different or partial year level curriculum that differs from their year level cohort. The Head of Special Education Services (HOSES) oversees this process in consultation with classroom teachers. ICP are created within OneSchool.

Special Education Program (SEP) teachers and teacher aides work alongside classroom teachers to assist in the delivery of ICP in classrooms. Teachers' classroom planning is shared with SEP teachers so they can pre-plan lessons that align with the classroom learning. SEP teachers work with students in their classroom to support their learning. The SEP teachers provide additional learning tasks for teacher aides to use for students to continue to practise strategies aligned to their ICP. SEP staff members are responsible for reporting on student ICP achievement.

Parents are invited to be involved in ICP meetings. Most parents attend these meetings and appreciate the efforts of SEP staff in supporting their child's learning. If parents are unable to attend the HOSES ensures that parents are informed with follow up phone calls.

Individual Support Plans (ISP) are developed and implemented for students who require additional plans to ensure their learning and safety needs are being met. These include speech language programs, risk assessments, health, eating and communication plans. These plans are developed within OneSchool.

The school moved to a full inclusion model in 2015. Classroom teachers speak positively of the support, resources and timely response provided by SEP staff.

Teaching staff members closely monitor the progress of all students through data and planning cycles. These cycles include in-built formative assessment and review processes to ensure that teachers are responding to the progress that students are making and planning for further intervention if necessary.

Students are able to articulate where they are at in their learning and most teachers are making success criteria clear to students. Teachers are able to identify where students are heading in their learning. The differentiated groups for reading, writing and mathematics provide scaffolded supports and rehearsal strategies for students to move their learning to the next step.

Teachers use a variety of means to communicate with families regarding student learning and progress. These include class Facebook pages, *'ClassDojo'*, class newsletters, individual and class emails and individual face-to-face meetings. Parents comment that they feel welcome in the school and that they can approach teachers at any time to discuss their child's learning. Parent information nights, workshops and school newsletters and website provide information to parents about how they can support their child's learning.

Reading intervention is provided to students who require additional support to reach school identified targets. This intervention program runs for three weeks and includes tracking of student progress. Students participate in daily 15 minute reading sessions.

Improvement strategies

Provide further learning opportunities for high achieving students to build their independent learning skills.

Provide further learning opportunities for teachers to continue to build their capacity to provide differentiated learning for the range of learners in the school.

3.8 Effective pedagogical practices

Findings

The school leadership team recognises that highly effective teaching is the key to improving student learning outcomes. The leadership team members are instructional leaders and encourage the use of evidence-based strategies in classrooms to ensure students are engaged and challenged.

The leadership team has regular book studies to enhance their professional learning and these book studies are replicated in other professional learning and committee structures in the school.

Staff members articulate that there are clear expectations of them as learners and practitioners. A set of agreed practices – non negotiables - are developed for teaching staff members and teacher aides. These agreements include set literacy and numeracy practices and professional learning expectations. Staff members are aware of these non-negotiables and accept them as guiding practices.

The pedagogical framework sets out the school's EIA with the pedagogical foundations, components and accountabilities of the expected pedagogical practices of the school. Articulated pedagogical practices include the Gradual Release of Responsibility (GRR), *'I do, We do, You do'* and differentiated practice. The pedagogical framework is underpinned by formative assessment leading to rigorous intent and a focus on student learning and outcomes.

All teaching staff members are using the expected practice of warm ups, explicit teaching and differentiated learning activities in the teaching of reading, writing, spelling and mathematics. The full knowledge and understanding of the pedagogical framework varies across the school.

Artefacts in classrooms demonstrate that teachers are using EI within teaching sequences and include what, why and how charts to make explicit to students the learning intentions of lessons.

Co-teachers work alongside classroom teachers to build their capacity in the expected practices of the school. They provide assistance with planning and resources. Modelling and observation and feedback are features of their practice. Classroom teachers speak highly of the support and guidance of the co-teachers and comment how this role has impacted positively on their pedagogical practice.

The school leadership team spends time working with teachers in PLT meetings and other collaborative opportunities. They meet with teachers to develop their APDP. This process includes observing teachers working towards their identified goals and providing feedback.

A collegial atmosphere is apparent in the school and teachers are open to and appreciative of all opportunities to receive feedback regarding their practice.

The school's curriculum planning processes including *'Understanding by Design'* and *'Sequence of Learning'* documentation includes collaboratively developed essential questions that prompt teachers to create lessons that will engage, challenge and support students to take risks in their learning. Curriculum overviews include explicit examples of what students are to know, understand and do in their learning.

School leaders emphasise that differentiated learning activities and strategy groups are to develop students' deep learning and scaffold concepts over time.

High expectations of student learning are evident throughout the school. The regular monitoring and discussion of student achievement ensures a constant focus on the next steps for learning for each child.

Students are able to articulate the feedback they receive from teachers regarding their learning. The feedback provided makes clear where students are at in their learning and what actions are required of them to make further learning progress. Conversations with teaching staff members indicate that some teachers require further support to develop their skills in this area. These teachers identify this area for development within their APDP.

The PLT process provides regular opportunities for teachers to evaluate their practices in a collegial environment. Teachers provide feedback to the PLT about what has worked in their sequence of learning and what requires adjustment to ensure successful learning. This process is building a culture of self-reflection in the school.

Improvement strategies

Embed the pedagogical framework across the school.

Continue to provide professional learning and support to teachers to ensure the consistent implementation of expected student feedback strategies.

3.9 School-community partnerships

Findings

The school leadership team makes deliberate and strategic use of partnerships with community organisations and academic institutions including Griffith University to access intellectual, physical and/or other resources not available within the school, for the purposes of improving student outcomes. There is a range of currently operating partnerships, each carefully planned and designed to enhance student wellbeing and outcomes.

Each partnership is established in response to an identified need and careful consideration is given to the benefits of the partnership.

Major decisions are made collaboratively and activities are designed to make best use of partners' expertise. This includes an atomic science program facilitated by a visiting scientist delivered in collaboration with classroom teachers who indicate strong support for the program.

Parents are visible in the school and feel welcome to attend school assemblies and celebrations including grandparents day, graduations and sporting events. Parents interviewed report that they are satisfied with the school and how it meets the individual learning needs and social emotional needs of their child.

The P&C is fully operational following a period of low levels of support and disruption during 2014 and numbers have increased from that time from four members to 12 members in 2017, representing the 31 cultures within the school. Activities such as the concert on the green are co-organised by the P&C.

The school's partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations. Adequate resources are committed to ensure the effectiveness and success of partnerships and clear and transparent partner roles and responsibilities such as the relationship with the nearby Palm Lake Resort are defined.

Representatives from the Palm Lake Resort Eagleby Heights indicate a strong satisfaction with the relationship they have with the school. Activities that have involved up to 50 volunteers include utilising a men's shed facility where students can undertake woodwork activities, reading aloud, knitting and crochet collaboration and the breakfast program which is conducted in partnership with the school chaplain.

The school chaplain known as 'Chappy Nick' provides a consistent and supportive program based on the development of social skills, resilience, persistence, goal setting and team work using a play-based approach.

A parent and community engagement framework is yet to achieve its full potential.

Programs to support the transition for students entering Prep and students entering secondary schooling are evident with teachers in the early years expressing a desire to enhance the relationship with all feeder kindergartens and childcare organisations in the area.

A transition partnership with the Beenleigh State High School is well established. The principal of Beenleigh State High School expresses that the partnership is highly regarded and valued and both schools express a desire to further develop learning links.

The Out of School Hours Care (OSHC) program typically operates with approximately 25 students and is provided in partnership with the Police-Citizens Youth Club (PCYC).

Active communication and marketing opportunities for the school include the website, email, SMS, fortnightly newsletter, phone calls and Facebook.

Improvement strategies

Develop a parent and community engagement framework to further strengthen community partnerships within the parent and community group.

Continue to explore opportunities with the feeder high school to enhance the range of student learning outcomes.