Buddina 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 **Buddina State School** from **28 February** to **2 March 2018**.

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 that prioritise future directions for improvement.

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

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

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

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Kim McNamara	Peer reviewer
Brad Francis	External reviewer

1.2 School context

Location:	Corner Tumut Street and Iluka Avenue, Buddina
Education region:	North Coast Region
Year opened:	1979
Year levels:	Prep to Year 6
Enrolment:	747
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1031
Year principal appointed:	2017
Full-time equivalent staff:	53
Significant partner schools:	Kawana Waters State College, Mountain Creek State High School, Caloundra Coalition of State Schools, Goodstart Early Learning, Green Beginnings, Minyama Early Learning Centre, Kawana Crèche and Kindergarten (C&K), Kindamindi Development & Learning Centre
Significant community partnerships:	• Camp Australia: Outside School Hours Care (OSHC) • Returned and Services League of Australia (RSL): ANZAC Day, Remembrance Day, Student Investiture • Rotary Club of Kawana Waters Buddina: Student Council (EarlyAct), Student Investiture, Art Show • University of the Sunshine Coast (USC): Inspire Science program • The Boardstore: Surfing / Skateboarding programs and competitions – provision of weekly coaches and proposed indoor skatepark, • Maroochy Surf School: surf academy • Alex Community Education: surf academy • Scripture Union: Various contacts via the chaplaincy program including The Salvation Army, Helping Hands Network, 'brekky volunteers' • Uniting Church: Kids Hope • Businesses including Bunnings Warehouse, All' Antica, Buildcorp • Peter Muraay Djeripi Mulcahy: Indigenous perspectives
Significant school programs:	Inspire Excellence and Acceleration, Buddina Surf Academy, skateboarding, Artist in Residence, chess, Art Show, Musical, Robotics, Reader's Cup

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Heads of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, pedagogy coach, two Support Teachers Literacy and Numeracy (STLaN), support teacher-gifted and talented, 31 teachers, 13 teacher aides, Business Manager (BM), two administration officers, two Parents and Citizens' Association (P&C) representatives, five school council representatives, guidance officer, tuckshop convenor, tuckshop volunteer, school crossing coordinator, 40 parents and 63 students.

Community and business groups:

- Indigenous Cultural Representative.

Partner schools and other educational providers:

- Deputy principal Kawana Waters State College and director Goodstart Kindergarten.

Government and departmental representatives:

- State Member for Kawana and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	2018 Roles and Responsibilities
Investing for Success 2018	Strategic Plan 2015-2018
School Opinion Survey	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	Annual performance review documents
School data Plan	School newsletters and website
Responsible Behaviour Plan for Students	Headline Indicators (Semester 2, 2017 release)
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

Parents and families are valued as partners in student learning.

There is a positive and calm tone throughout the school. All members of the school community speak highly of the school and its positive reputation in the wider community. The learning environment of the school is engaging and offers a welcoming feel. Positive relationships amongst all members of the school community are highly apparent across the school.

The school offers extracurricular programs that allow students to expand their personal interests and talents in academic, cultural and sporting pursuits.

The school is known in the wider community for its highly engaging extracurricular and academic offerings for students. The school's surfing academy and skateboarding programs are extremely popular and entry into these programs is highly competitive. These two programs are fundamentally linked to the school's Responsible Behaviour Program for Students (RBPS).

All staff members are able to identify the school focus area as writing.

Through a rigorous process of staff member and community consultation, the school has developed the 2018 Annual Improvement Plan (AIP) including targets and timelines. Some parents are able to articulate the school's focus on writing and behaviour. Some staff members are not yet clear regarding the articulation of all areas of the school's improvement agenda and the associated targets.

School leaders keep informed of research regarding evidence-based teaching practices and recognise that effective teaching is critical to improving student learning outcomes.

The school has developed a pedagogical framework. The framework is based on the Lane Clark[1] model of Deep Thinking for Deep Learning (DT4DL). Some teachers express a lack of connection to the DT4DL pedagogical framework and how each element impacts on their daily teaching practice. All teachers utilise the Gradual Release of Responsibility (GRR) model for reading instruction. Teachers speak confidently regarding the use of the Explicit Instruction (EI) models and how these are embedded in their practice. Some teachers articulate using some elements of DT4DL in their pedagogical repertoire. It is apparent that current pedagogical practices across the school are varied.

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[1] Clark, L. (2018). Real. thinking learning assessment. Retrieved from http://www.laneclark.ca/

The school leadership team places a strong emphasis on the use of data to track student achievement and improvement.

A systematic plan is established to collect data on student outcomes. The plan includes a schedule of regular meetings between leadership team members and cohorts of teachers for the analysis of data. Conversations with teachers reveal varying degrees of confidence and expertise in analysing and responding to student data. An explicit link between monitoring data and the evaluation of the effectiveness of teaching strategies is an emerging practice.

Resources within the school are deployed to ensure student learning and engagement are prioritised.

School leaders give priority to understanding and addressing the learning and wellbeing needs of all students. The school allocates additional resources to various areas to meet student learning and engagement needs and to build teacher capability. Allocation of funds to Professional Development (PD) and teacher release to facilitate staff professional learning is a key feature of the school budget. Quality Assurance (QA) processes to measure the effectiveness of professional learning and resource allocation and its impact on improved student learning outcomes are yet to be fully established.

There are clear strategies to promote appropriate behaviour and students are aware of the school's care values

The school is currently reviewing its RBPS to move from the School Wide Positive Behaviour Support for Students (SWPBS) to a Positive Behaviour for Learning (PBL) model. Staff members indicate that this transition is a natural progression of the program and positive outcomes are anticipated. Staff members indicate that increased clarity and understanding of aspects of their roles in the program are becoming more apparent through the review process.

The school has a clear planning cycle whereby year level teams have the opportunity to collaboratively plan units of work based on the Australian Curriculum (AC).

Under the leadership of the Heads of Curriculum (HOC), teachers plan and document units of work and gain a clear understanding of the demands of all aspects of the AC. Teachers report that they value this process as it has made the process of curriculum delivery clearer.

The school recognises the positive impact that partnerships with parents and the community have on enhancing student learning and wellbeing.

A strong partnership is developed with a number of local childcare centres. The Parents and Citizen's Association (P&C) is a valuable partner in the education process and in the provision of resources. An effective transition program is developed for the Year 6 transition to the junior secondary section of the local high school. Many businesses support the range of extracurricular, leadership and learning programs and events of the school.

Members of the community, parents, staff members and students display enormous pride in the school.

Parents indicate they are extremely happy with the education their child receives at the school and the opportunities for extracurricular activities that are provided. Staff and community members speak highly of the multiple student engagement opportunities offered to students and identify them as a distinctive part of the fabric of the school.

2.2 Key improvement strategies

Continue to sharpen and narrow the focus of the current Explicit Improvement Agenda (EIA) and include processes to monitor and evaluate the effectiveness of school initiatives and programs in producing the desired improvements in student learning and performance.

Collaboratively review the school's pedagogical framework to establish the agreed pedagogical practices.

Engage all staff members in ongoing PD to ensure teachers' data literacy skills enable deeper understanding of data to better inform differentiated teaching practices.

Develop QA measures to monitor that resource allocation is producing desired improvements in student learning outcomes and/or developing staff members' capability and consistency in delivering all elements of the improvement agenda.

Collaboratively review and consistently communicate, apply and implement PBL processes throughout the school including routine collection and analysis of data.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school's leadership and teaching teams are committed to improving learning outcomes for all students. The school seeks to develop the talents of all students through innovative, locally relevant practices, academic achievement and community engagement.

Through a rigorous process of staff and community consultation, utilising strategies including traffic light surveys, probing and provocative questioning, parent forums and analysis of long-term school data measures, the school has developed the 2018 AIP. The AIP outlines six areas for improvement, including writing, implementation of PBL, deeper understanding of the AC, embedding the DT4DL pedagogy, sustainability and a review of the school's practices in the teaching of spelling.

All staff members are able to identify the school focus areas as writing and the expected school teaching strategies. They are aware of the increased focus on PBL and the AC and the continued focus on DT4DL. They are less clear in articulating the other areas of the school's improvement agenda. Some parents are able to articulate the school's focus on writing and behaviour.

Targets and timelines are set and articulated through the 2018 AIP that identifies actions, performance indicators and responsible officers. Targets are described in terms of increases in the percentage of students performing similarly to Similar Queensland State Schools (SQSS) in the Upper Two Bands (U2B), and the percentage at or above the National Minimum Standards (NMS) in the National Assessment Program – Literacy and Numeracy (NAPLAN). Student Level of Achievement (LOA) and percentage of staff engagement in specific school practices are used, additionally, as AIP targets. Some staff members are able to articulate these targets.

High expectations are expressed by staff members and reflect a school-wide commitment to purposeful, successful teaching and learning. Staff members report there has been progress in the refinement of teaching practice, specifically related to the teaching of writing. Staff members express a commitment to continuing to build professional capability in their understanding and pedagogical practices in the four writing procedures of Modelled Writing, Shared and Interactive Writing, Guided Writing & Independent Writing. Some staff members express their desire to develop greater understanding of the usage of graphic organisers, utilising the Gary Crew[2] model, as a framework for composing an effective narrative. Most staff members articulate the use of these practices is continuing to develop.

Staff members have made an effort to understand current student achievement levels and how these achievement levels have changed over time. Priority groups in the school including students with disability, Aboriginal and Torres Strait Islander students, students in

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[2] Crew, Gary. "Professor Gary Crew." *Https://Www.usc.edu.au/Explore/Structure/Faculty-of-Arts-Business-and-Law/Staff/Professor-Gary-Crew*, 2018.

out-of-home care and students facing disadvantage, including trauma-affected students, are prioritised and catered for in targeted interventions.

The principal is building a leadership team with the capability to drive the improvement agenda. The school leadership team consists of the principal, two deputy principals, Head of Special Education Services (HOSES), HOC, master teacher and pedagogy coach. During the last two years the school has experienced changes to key members of this team. The leadership team has developed and documented a distributed leadership model that incorporates roles and responsibilities for all members. This documentation has been shared with the school staff. Some staff members articulate they are not yet clear as to the specific roles and responsibilities of some members of the leadership team.

Improvement strategies

Continue to sharpen and narrow the focus of the current EIA and include processes to monitor and evaluate the effectiveness of school initiatives and programs in producing the desired improvements in student learning and performance.

Continue to expand and clearly communicate the roles and responsibilities of members of the leadership team in driving the improvement agenda.

3.2 Analysis and discussion of data

Findings

The leadership team places a strong emphasis on the use of data to track student achievement and improvement. A systematic plan is established to collect data on student outcomes. The plan includes a schedule of regular meetings between leadership team members and cohorts of teachers for the analysis of data. The intention of these sessions is to identify strategies pertaining to the improvement of pedagogical practice influencing student outcome attainment. Teachers indicate that this process is yet to be an embedded practice.

Data is aggregated on OneSchool and utilised to inform teacher planning. In addition, members of the leadership team use spreadsheets as the focus for data discussions with teachers. Teachers identify starting points for learning for each unit utilising a range of tools to identify the different levels of student prior knowledge. This information is used to cater for the range of student ability.

The assessment schedule outlines timelines for the collection of student results in reading and mathematics and a number of other readiness-measuring instruments. Class teachers have varying degrees of awareness of the school's expectations for achievement and agreed school benchmarks. The principal and curriculum leaders recognise the need to review the school's assessment schedule to provide clarity regarding agreed benchmarks and targets for student achievement in reading and mathematics to better monitor the success of the school's improvement agenda.

Student learning data is recorded and retained by each classroom teacher in a range of formats. OneSchool is utilised for storing diagnostic assessment data in literacy and numeracy. Some information is stored on the school's G drive to allow spreadsheet-like examination of learning trends.

Conversations with teachers reveal varying degrees of confidence and expertise in analysing and responding to student data. An explicit link between monitoring data and the evaluation of the effectiveness of teaching strategies is an emerging practice.

The Assessment Schedule 2018 outlines the school-wide data collection, encompassing research-based assessments including Early Start, PM Benchmark, PROBE, PAT-R North Coast Region number and PAT-M that are utilised to monitor and track student achievement. Results are to be recorded on OneSchool. The schedule outlines data discussion opportunities linked to the collection schedule. These include staff meetings, leadership team meetings and internal and external moderation meetings.

The 2008 NAPLAN participation rates for Year 3 was 98.1 per cent across all strands. This compares to the 2017 participation rates that range from 93.0 per cent to 95.6 per cent. The Year 5 participation rate in 2008 ranged from 97.3 per cent to 100.0 per cent and compares to the 2017 participation rate that ranges from 89.6 per cent to 91.7 per cent.

NAPLAN 2017 data indicates that Year 3 students are performing statistically similar to SQSS in terms of the percentage of students achieving in the U2B in the priority area of writing. Year 5 U2B achievement in writing is below SQSS.

Year 3 and Year 5 Mean Scale Score (MSS) achievement in the priority area of writing is similar to SQSS.

School performance relating to achievement at or above the NMS matched to Queensland State Schools (QSS) identifies Year 3 performance in writing is 100.0 per cent which compares to QSS performance of 95.1 per cent. Year 5 NMS performance in writing is 86.4 per cent and compares to QSS performance of 85.9 per cent.

School performance in writing relative gain 2015-2017 Year 3 to 5 is similar to SQSS.

The Closing the Gap report indicates the mean score of Year 3 Indigenous students in reading is 79 scale points below non-Indigenous students.

The monitoring and tracking of the performance of students with disability is a shared responsibility between the classroom teachers and the Special Education Program (SEP) staff members. Classroom teachers, with the assistance of SEP staff are responsible for assessing of and reporting on students to parents. At the time of the review 21 students are on Individual Curriculum Programs (ICP). This includes ICPs for learning support above and below year level expectation.

As the result of the representations by the Prep teachers and school leaders to the feeder early learning centres, the Prep staff members receive a number of different formats of transitionary statements from early the learning centres. The 65 transition statements received for a cohort of 102 Prep students are examined by the Prep staff members and information is utilised to determine future learning needs.

Improvement strategies

Engage all staff members in ongoing PD to ensure teachers' data literacy skills enable deeper understanding of data to better inform differentiated teaching practices.

Refine the school's assessment schedule and ensure all staff members have a deep understanding of the agreed benchmarks and targets for student achievement.

3.3 A culture that promotes learning

Findings

Parents, school leaders and teachers work together in a collegial and supportive way to create an inclusive environment that meets the learning needs of all students. The school community articulates high levels of trust in the school staff members. They express feelings of being welcomed in the school and are comfortable to approach members of staff with questions or concerns. Parents and families are valued as partners in student learning.

There is a positive and calm tone throughout the school. All members of the school community speak highly of the school and its positive reputation in the wider community. The learning environment of the school is engaging and offers a welcoming feel. Positive relationships amongst all members of the school community are highly apparent.

The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully. Interactions between staff, students, parents and community members are caring, polite and inclusive.

The school is known in the wider community for its highly engaging extracurricular and academic offerings for students. The school's surfing academy and skateboarding programs are extremely popular and entry into these programs is highly competitive. The two programs are fundamentally linked to the school's RBPS.

The INSPIRE Excellence programs are available to all students from Years 1 to 6. Using class data sets, students are identified by the support teacher-gifted and talented and/or class teachers for possible inclusion in these programs. Parents are highly appreciative of their child's participation in these programs.

The school offers additional extracurricular programs that allow students to expand their personal interests and talents in academic, cultural and sporting pursuits.

The school is currently reviewing its RBPS to move from the School Wide Positive Behaviour Support for Students (SWPBS) to a PBL model. Staff members indicate that this transition is a natural progression of the program and positive outcomes are anticipated. Staff members indicate that increased clarity and understanding of aspects of their roles in the program are becoming more apparent through the review process.

There are clear strategies to promote appropriate behaviour and students are aware of the school's care values of '*Care for your school, Care for your learning, Care for yourself, Care for others*'. There is visual representation of these expectations in classrooms. Students are able to identify the expected behaviours that warrant recognition of the school's care values. Some staff members and students indicate that an expanded process for recognising these positive behaviours would enhance the school's PBL program.

A high priority is placed on student and staff wellbeing. All staff members articulate the collegial relationships that exist between each other and the support willingly given by members of the whole school team.

All students with disability are fully integrated within classrooms and currently attend school on a full-time basis. SEP teachers monitor and track students with disability in regards to behaviour, School Disciplinary Absences (SDAs) and attendance trends. Students requiring additional support can be referred to the inclusion team that considers and enables appropriate support strategies. SEP staff members indicate that students with disability successfully operate within the RBPS.

The building of a culture of inquiry and innovation is apparent through the focus on Science, Technology, Engineering, Arts and Mathematics (STEAM) activities and the DT4DL approach. A STEAM challenge day is offered to all students each term. The use of the DT4DL pedagogical approach allows for the development of creativity, problem solving and independent learning through the creation of authentic challenges as assessment tasks in some learning areas. Students and teachers report the desire to continue to build and expand a culture of innovation and inquiry across the school.

Year to date attendance for 2018 is 95.1 per cent with 9.7 per cent attending less than 85 per cent of the school year. This represents an improvement on the 2017 attendance rate of 93.1 per cent as indicated by the 2017 Semester 2 School Data Profile. The school uses an SMS based attendance management system to ensure same day notification of unexplained absence is communicated to parents. The principal is working with all families to ensure the importance of high levels of attendance are understood and attained.

The 2017 School Opinion Survey (SOS) data indicates 100.0 per cent of parents agree with the statement 'This is a good school', which compares to a Like School Group (LSG) rate of 94.2 per cent. Student agreement with the statement 'My teachers care about me' is 99.2 per cent and compares with the LSG agreement rate of 93.4 per cent. 96.9 per cent of students in the 2017 SOS agree with the statement 'This is a good school'. Student agreement with the statement 'My teacher is encouraging me to do my best' is 100.0 per cent and compares with the LSG agreement rate of 97.4 per cent. Staff agreement with the statement 'I feel staff morale is positive at my school' is 79.5 per cent and compares to a LSG rate of 78.3 per cent.

Improvement strategies

Collaboratively review and consistently communicate, apply and implement PBL processes throughout the school including routine collection and analysis of data.

Enhance and expand current processes to further develop a culture of inquiry and innovation whereby creative exploration and independent learning are valued.

3.4 Targeted use of school resources

Findings

School leaders give priority to understanding and addressing the learning and wellbeing needs of all students. This is reflected in the allocation of resources to school-wide programs and strategies that are intended to address the needs of all students in an inclusive way and engage the community as educational partners.

Human resources within the school are deployed to ensure student learning and engagement are prioritised. The specialist skills and interests of teachers and teacher aides are considered when allocating staff members to teaching and extracurricular areas. This includes the establishment of multiple before, during and after school clubs and programs for student participation. Staff and community members speak highly of the multiple student engagement opportunities offered to students and identify them as a distinctive part of the fabric of the school.

The school allocates additional human resources to a range of roles to meet student learning and engagement needs and to build teacher capability. These include a support teacher-gifted and talented, pedagogy and digital technologies coaches, master teacher, HOC, a Prep performing arts teacher and a marine studies teacher. All of these flexible staffing allocation personnel have roles that are aligned with the school's improvement agenda and work with students and teachers.

Allocation of funds to PD and teacher release to facilitate staff members' professional learning is a key feature of the school budget. QA processes to measure the effectiveness of professional learning and resource allocation and its impact on improved student learning outcomes are yet to be fully established.

The school's inclusion team meets each week to identify the learning, wellbeing and emotional needs of students. This process has the goal of ensuring students gain access to appropriate support resources from internal and external sources. The support teacher-gifted and talented, Support Teachers Literacy and Numeracy (STLaN), guidance officer and SEP teachers have a crucial role in the development and implementation of intervention programs and strategies. Some staff members identify that not all support services assigned to students are actioned through the inclusion team and indicate that student identification and allocation processes for student support programs and strategies are not yet clear.

Significant funds and human resources are allocated to support the whole-school INSPIRE Excellence program that targets identified students in Years 1 to 6. Either the support teacher-gifted and talented or the class teacher identifies students who are demonstrating academic achievement well above year level expectation.

The support teacher-gifted and talented administers additional testing to verify a student's above year level ability. Through consultation with parents and class teachers, acceleration and/or excellence pathways for students are determined. These may include mathematics or English subject acceleration, or whole-year acceleration that requires further investigation by the guidance officer before proceeding. All students who are accelerated through these

pathways are placed on ICPs that are endorsed by parents and stored in OneSchool. Parents of students who are part of the INSPIRE program speak highly of the opportunities offered to their child. Some staff members speak of a lack of clarity regarding the nomination and selection processes for students and indicate the need for further clarity of the curriculum offerings afforded students during these programs.

The school anticipates receiving $357 680 in Investing for Success (I4S) funding in 2018. The I4S funding program aims to improve student outcomes by maintaining a focus on developing a school-wide approach to the teaching of writing, implementing strategies with the goal of lifting the percentage of students in the U2B, and seeing all students above NMS. In addition, funds are to be used to increase student access to digital devices in their learning and build teacher capacity to better incorporate the Information and Communication Technology (ICT) capabilities into student learning opportunities. Developing teachers' professional skills in data literacy through coaching and mentoring opportunities and providing multiple opportunities for teacher moderation, in addition to increasing the percentage of students reading at level five or above at the end of the Prep year - in 2017: 77 per cent, are listed strategies.

The school bank balance at the time of the review is $588 529.

The school has an active P&C that works hard to raise funds for targeted enhancements of the school learning environment. For the past few years, the P&C has been working towards the goal of air conditioning all classrooms. The P&C is confident that this goal will be achieved during the 2018 school year. Staff and school community members acknowledge this enhancement to the school will make a significant positive difference to the learning environment for all students.

Some discretionary funds are utilised to provide additional teacher aide time to support students in literacy programs across the school. Teacher aides are a valued human resource and are deployed using a timetabled approach for classroom support, in addition to providing targeted programs for students with disability. Class teachers speak positively of the support teacher aides provide to student learning programs.

The physical environment of the school allows for inclusive learning spaces for students. Classrooms are well organised for learning and allow for whole-class, small group and individual work spaces. Visual resources to support student learning processes are utilised in classrooms.

The school presents as an attractive learning environment. Staff and community members indicate that recent landscaping improvements to the school are welcomed and they are eager to see these enhancements expanded upon.

Students articulate they are confident in the use of technology. Interactive boards, sets of laptops and iPads are located in various locations within the school and are set up to be mobile to allow access for all classes and enhance student learning. Staff members indicate that they are anticipating the model of ICT resource allocation expanding in the future. The school has a number of clubs that use digital resources including *spheros, ollies and*

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blue-bots to further engage students in the use of ICTs for learning. Connectivity challenges, at times, impact on student engagement.

Improvement strategies

Develop QA measures to monitor that resource allocation is producing desired improvements in student learning outcomes and/or developing staff members' capability and consistency in delivering all elements of the improvement agenda.

Enhance the inclusion team processes to ensure systematic allocation of human, financial and physical resources are appropriate to the needs of students.

Liaise with regional personnel to resolve connectivity and wireless issues.

3.5 An expert teaching team

Findings

The leadership team comprises two deputy principals, a HOC, a master teacher and a HOSES. Roles and responsibilities have been developed with a new line management structure implemented this year.

The school's leadership team views the further development of teaching and learning across the school as central to improving outcomes for all students. They invest considerable time and money in PD, including that delivered by international educator Lane Clark, in addition to regional and school personnel. Teachers consistently speak highly of the PD delivered to them by the regional Heads of Department (HOD).

The PD of classroom teacher aides is on a needs basis. Teacher aides are upskilled in the school priority areas and report that they would appreciate further opportunities for systematic capability development. The administration team participates in relevant PD that is encouraged by the Business Manager (BM).

The master teacher and the HOC build teacher capability in the strategic focus areas of reading (2017) and writing (2018) through modelling, coaching, mentoring, observation and feedback, and by providing opportunities for teachers to watch other teachers in practice. This is highly valued by teaching staff members.

A pedagogical coach supports the whole-school initiative of DT4DL. This coach, with support from the two sector leaders and cohort leaders, supports teachers to enact DT4DL in their classrooms through modelling, coaching and observational feedback.

The school's Annual Performance Review (APR) process identifies areas of development for individual teachers. The process provides teachers with the opportunity to meet individually with a leadership team member to develop a formalised plan that will build teacher capability. The process is aligned with the school's priority areas.

A systematic approach to teachers working in year level planning teams is apparent. Sessions are led by the HOC and are an opportunity to build teacher knowledge in the AC and build capability in key school priority areas including moderation. Teachers report that they highly value this process.

Under the guidance of the HOC, moderation is a current school priority with teachers participating in a three-phase approach. These phases incorporate pre-moderation, during moderation and post-moderation.

The school is a member of a cluster of local schools, the Caloundra Coalition of State Schools that provides networking and support in curriculum, transition – upper years, early years transition and principal leadership. Teachers participate in cluster-wide moderation twice per year.

The master teacher's role is aligned with the school's priority area of writing. A plan to improve student writing outcomes is in the beginning stages of implementation. The master teacher's role statement includes a focus on ICT. An ICT roadmap outlines the future actions for the school in this area. Teacher practice in ICT is currently undergoing a change in direction, moving from a lab-focused pedagogy to a more flexible use of ICT. The master teacher is supporting teachers in this transformation of practice.

Improvement strategies

Utilise an action research model to determine how to improve student writing outcomes.

Continue to align the school's coaching program with the pedagogical framework focus areas.

Document a professional learning plan that includes all staff members and aligns with the school's priorities.

3.6 Systematic curriculum delivery

Findings

The school's curriculum framework for 2018 has been developed and is presented through the lens of the School Improvement Hierarchy. It features web-links to all key, relevant documents that support the delivery of curriculum. It is available to all staff members through the school's computer network.

Building the capability of teachers to plan and develop units of work based on the AC has been a primary focus for the school.

The school has a clear planning cycle whereby year level teams have the opportunity to collaboratively plan units of work for the next term. Under the leadership of the HOC, teachers plan and document units of work and gain a clear understanding of the demands of all aspects of the AC. Teachers report that they value this process as it has made the process of curriculum delivery clearer. Teachers utilise Curriculum into the Classroom (C2C) units and assessment as tools for planning.

There is an emerging practice within the school's curriculum planning addressing cross-curricular skills and attributes, with the HOC ensuring that this is discussed during planning sessions. The curriculum team has identified that this is an area for further investigation in curriculum planning.

Whole-school curriculum documents are recently developed in collaboration with teachers and include unit overviews, assessment and reporting standards. They are aligned with the AC and are available to all staff members on the local drive.

A 'snapshot' year level, term plan of curriculum is shared with parents by the HOC. A whole-school overview will be included in the school newsletter's next edition. It is intended that these overviews will be accessible to the whole school community via the school website in the coming months.

The analysis and unpacking of summative assessment tasks and Guides to Making Judgements (GTMJ) have provided teachers with the opportunity to clarify learning intentions for their students. Teachers report that this has resulted in a positive shift in curriculum delivery.

Teachers consistently identify reading as a priority in previous years, with practice focused on the GRR model. A whole-school approach to the teaching of reading is apparent. The focus is now on the teaching of writing.

Parents articulate that they are well-informed regarding their child's progress and are provided with reports and interviews in regards to their child's learning. Parent teacher interviews are scheduled twice per year. Formal reporting occurs at the end of each semester and teachers are working on reporting against the AC standards. Parents value the fact that they are able to discuss any issue openly with staff members.

The school's STEAM program is popular with teachers and students. The program provides the opportunity for students to participate in hands-on activities focused on these curriculum areas. An expression of interest from staff members determines who delivers the program and an outline for the intended lessons is submitted to the HOC.

There is a wide range of extracurricular activities in which students are able to participate. These are extensively spoken about by students, parents and staff members as one of the biggest positives about the school.

Improvement strategies

Continue to build the knowledge, understanding and capability of classroom teachers to construct and adapt curriculum units and assessments aligned to the AC.

3.7 Differentiated teaching and learning

Findings

The school leadership team has an expectation that teachers support the learning needs of individual students in their classrooms.

Teaching practices reflect the belief that, although students are at different stages of their learning and may be progressing at different rates, all students are capable of learning successfully. The recording of differentiation processes and strategies is at the discretion of individual teachers. A whole-school expectation regarding differentiation documentation is yet to be established.

Teachers identify individual students who require additional support and extension using observation and student achievement data. Teachers then refer students to the weekly inclusion team meeting for follow up. Currently the standing participants of these meetings include a deputy principal, HOSES, guidance officer and the lead STLaNs. Class teachers and other support personnel attend when and if required. Some staff members indicate that not all additional support strategies are allocated through this forum.

Diagnostic and NAPLAN achievement data is utilised to identify students for targeted support that includes small group instruction.

A range of intervention and extension programs is apparent throughout the school and these support the individual learning needs of students. Programs include differentiated reading groups, support-a-talker, support-a-reader and other literacy and numeracy intervention programs. To ensure a smooth transition to Prep the Koala Joeys literacy program targets pre-Prep students.

The school's signature extension program, INSPIRE, is a key driver in attracting students to the school. INSPIRE is led by a support teacher-gifted and talented and includes a range of extension programs, English/mathematics subject acceleration and full year acceleration. Students are identified through various school data sets. Some teachers and parents indicate varying degrees of understanding regarding the student identification processes and the content of curriculum covered.

The school's special education team is led by the HOSES. The team works diligently to support students with special needs, including trauma-affected students, in classrooms and through special support programs. The level of support is determined through a 'tiered' system and driven by student needs. The team works closely with parents.

The team has a partnership with Child and Youth Mental Health Service (CYMHS) that supports the team to develop support programs for those students requiring them. Team members meet regularly and are provided with targeted PD.

The school has an embedded process for the development of ICPs to address specific learning needs. The ICP process is led by the HOSES, support teacher-gifted and talented and STLaNs and includes the classroom teachers and parents. ICPs focus on mathematics and English and are reviewed at the end of each semester.

Improvement strategies

Enhance the inclusion team model and its processes to include all areas of student support, including clearly communicated roles and responsibilities of all staff members.

Document a whole-school expectation for the recording of student differentiation.

3.8 Effective pedagogical practices

Findings

School leaders are informed of research regarding evidence-based teaching practices and recognise that effective teaching is critical to improving student learning outcomes. School leaders are committed to enhancing teaching and learning practices across the school and developing signature pedagogical approaches.

There is a range of teaching practices and lesson design implemented across the school. Lesson delivery is predominantly at the discretion and expertise of individual teachers. There are some opportunities for teachers to collaborate in their planning and to share high-yield strategies in their teaching.

The school has developed a pedagogical framework. The framework is based on the Lane Clark model of DT4DL. Some teachers express a lack of connection to the DT4DL pedagogical framework and how each element impacts on their daily teaching practice.

All teachers use the GRR model for reading instruction. Teachers speak confidently regarding the use of the EI models and how these are embedded in their practice. Some teachers articulate using some elements of DT4DL in their pedagogical repertoire. It is apparent that current pedagogical practices across the school are varied.

There is some evidence of the use of learning goals to provide feedback to students in relation to their learning. The development of student learning goals is recognised by school leaders as a vital component to support the improvement agenda and assist students to take ownership of their learning. A whole-school process for the setting of student learning goals is yet to be established.

The leadership team, master teacher, HOC and STLaNs accept personal responsibility for driving improvements in planning, teaching and learning throughout the school and support teachers to develop curriculum documents that align with the AC.

Processes that provide opportunities for staff members to receive constructive and relevant feedback regarding their teaching are continuing to develop and are yet to be formalised. The leadership team acknowledges that observation, feedback, modelling and coaching are important aspects of the QA of pedagogy.

Teachers are currently provided with opportunities that include modelling, observation and feedback on classroom teaching in focus areas. Coaching opportunities are offered to teachers in the DT4DL pedagogical approach. In addition, there are opportunities provided for peer observations and reviews on reading, mathematics and writing activities.

All students speak positively of the learning environment in their classroom. Students indicate that teachers support them with their learning needs and describe the way teachers and support staff members cater for them in the classroom.

Improvement strategies

Collaboratively review the school's pedagogical framework to establish the agreed pedagogical practices.

Establish a consistent school-wide approach to student learning goals focused on learning and behaviour and ensure feedback is regularly provided to students.

Construct a formalised school-wide approach to the development of a model for coaching and mentoring in all classrooms.

3.9 School-community partnerships

Findings

The school recognises the positive impact that partnerships with parents and the community have on enhancing student learning and wellbeing. This is demonstrated by the sharing of information by the school with parents. Parents are highly complimentary regarding the use of electronic media including emails, school website, school Facebook page and particularly the use of an electronic application to communicate with parents who are often unable to be present at the school.

The school employs an Indigenous cultural representative who provides teaching in cultural awareness, Indigenous art, storytelling, supports student learning and provides a contribution to overall aesthetics by decorating a number of installations in the school grounds.

The leadership team and Prep teachers identify a need to become better informed regarding the work of the surrounding early learning centres. A partnership was formed between the school and a number of staff members in early learning centres at the Golden Beach conference, with the Prep staff members and a school leader the only primary school representatives present. Valuable information was shared at the conference regarding the expectations for children first entering primary school.

A strong partnership has been developed with a number of local childcare centres and the school is proactive in leading the development of closer ties with these centres. Information books, 'step into Prep' days, and a number of morning sessions for prospective Prep students are conducted each year. It is reported that parents move to the school catchment because of the school's Prep program.

Members of the community, parents, staff members and students display enormous pride in the school. Parents indicate they are extremely happy with the education their child receives at the school and the opportunities for extracurricular activities that are provided.

The biennial school musical is highly regarded by the whole community. It provides an opportunity to enhance the inclusive reputation of the school in the broader community and showcases the school's performing arts programs.

The P&C is a valuable partner in the education process and in the provision of resources. The P&C leadership articulates a desire to work closely with school leadership and staff members in a systematic and meaningful way to enhance learning outcomes for students.

An effective transition program is developed for Year 6 transition to the junior secondary section of the local high school. The transition program consists of school visits by parents and students, scholarship opportunities, the sharing of student data regarding academic achievement, wellbeing, attendance, behaviour and friendship groups and the opportunity for students to apply for a place in the Academic Curriculum Extension (ACE) program. Parents speak positively of the transition opportunities afforded their child.

Many businesses support the school's range of extracurricular, leadership and learning programs and events including Maroochy Surf School, Bunnings Warehouse, Rotary EarlyAct club, Returned and Services League of Australia (RSL), the local shopping centre, kindergartens, Coastal District sport, The Boardstore - skateboarding, skateboard group, All' Antica Italian Restaurant, and a local art store that contributes to the school's Art Show. The leadership team articulates that reviewing the partnership with these businesses and the sustainability of the offered program should be a regular occurrence.

Improvement strategies

Enhance the current school partnerships through the development of a Parent and Community Engagement (PaCE) framework to clarify partnership expectations in ensuring sustainability, through roles and responsibilities, goals, collaboration, decision making and participation to enhance student learning outcomes.