1. Executive summary

1.1 Key findings

- A desire to increase engagement of students in their learning and invigorate teachers in their profession drives the school.

- Staff members strive to engage and enable all students to achieve to the best of their ability.

- Leaders speak of the importance of data to inform and measure success.

- Staff articulate the three school improvement priorities listed in the Annual Improvement Plan (AIP).

- The importance of using research-based pedagogies is referenced by the leadership team.

- A commitment to continuous improvement and the development of knowledge and skills to improve student learning is apparent.

- The significance of a staff wellbeing program is recognised by the leadership team.

- The school provides an attractive and inviting physical environment.

- Staff speak of the collegial nature and enjoyment of working with their direct peers.

Key improvement strategies

Collaboratively develop and publish a whole-school data plan that has disaggregated and measurable targets for student success, through understanding previous and current student achievement levels.

Collaboratively develop and enact an Explicit Improvement Agenda (EIA) that includes clear roles, responsibilities, targets and strategies, and consistently monitor and track progress against set targets.

Collaboratively identify and communicate clear expectations concerning the use and timing of effective teaching strategies.

Design and implement a systematic observation, feedback and coaching process for teachers by peers and leaders.

Develop and deliver a process to support and grow staff wellbeing within the Department of Education

2. Findings and improvement strategies against the domains

2.1 An explicit improvement agenda

Findings

Staff members view the school as serving the local community, valuing its input into decision-making processes and long-term vision.

Many teachers are able to articulate the three school improvement priorities listed in the AIP

Teaches convey their commitment to improving their practice to support improved teaching and learning.

Leaders acknowledge there are currently a significant number of new initiatives and programs across the school.

Leaders acknowledge the BYOD program as a major shift in school practices.

Many staff speak of the expectation that all students are able to achieve.

Leaders express that a reading agenda is yet to be embedded and a consistent whole-school approach is yet to be identified. Some staff speak of reading being a previous priority that is not currently at the forefront of attention.

Under new leadership, school and community voice has been sought to identify a new vision, 'to engage with our school community to provide innovative learning opportunities, embrace diversity and deliver excellence'.

Improvement strategies

Collaboratively develop and enact an EIA that includes clear roles, responsibilities, targets and strategies, and consistently monitor and track progress against set targets.

Identify and implement a distributed leadership model to drive collective effort and focus to enact and deliver whole-school initiatives and priorities.

2.2 Analysis and discussion of data

Findings

Leaders speak of the importance of data to inform and measure success.

'Data digs'

A process where disaggregated whole- school and year level data is gathered and stored in a central location, and displayed to encourage staff discussion is yet to be evident.

Clear understanding of whole- school, year level and disaggregated cohort level targets is yet to be achieved.

The analysis and use of whole-school data to set aspirational targets is yet to be evident.

A practice to use School Online Reporting Dashboard (SORD) for deconstructing whole- school trends in LOAs, with priority group disaggregation, has yet to be adopted.

The opportunity to reflect on SOS data and engage parents in school-wide processes is yet to be evident.

Some express that their use of transition statements to support the needs of learners is limited.

Student success is celebrated through a number of avenues throughout the year.

Improvement strategies

Collaboratively develop and publish a whole-school data plan that has disaggregated and measurable targets for student success, through understanding previous and current student achievement levels.

Identify school processes to make student learning visible through engaging and accessible data displays.

2.3 A culture that promotes learning

Findings

A strong expectation is shared that all students will learn and that learning will be provided in a safe and engaging environment.

Leaders articulate that recent events have tested the resilience of staff and families and this has flowed through to those engaged in facilitating a safe school environment.

The leadership team recognises that the implementation of a staff wellbeing program is integral to the achievement of school priorities and the health and wellbeing of staff. They express the intent to explore the DoE Staff Wellbeing Framework.

Many staff express communication is inclusive, accessible and differentiated ensuring that all have appropriate access to information regarding all aspects of schooling.

Some staff and parents articulate that such communication needs to be provided in a more timely and deliberate manner.

Clear strategies are developed for creating and managing appropriate student behaviour.

The engagement in learning for Aboriginal students and Torres Strait Islander students are yet to be fully developed.

Some students with additional needs, are provided with further support.. Specific and targeted strategies to support attendance and behaviours for students with disability are yet to be clearly articulated.

A strong priority is placed on student wellbeing.

Improvement strategies

Develop and deliver a process to support and grow staff wellbeing within the DoE Staff Wellbeing Framework.

Review processes of internal staff communication and parent communication on an individual classroom and whole of school level.

2.4 Targeted use of school resources

Findings

Some school-wide policies, processes and practices are established to support identified student needs

The principal and BM have spent considerable time and energy in prioritising the revitalisation of school facilities.

In collaboration with staff, the P&C funded a number of projects for school enhancement.

A vision to engage in the continuity of updating school facilities and whole-school processes is articulated by the principal and BM.

Leaders articulate the intention to expand the current BYOD iPad program from two classes in Years 3 to 5 to encompass all classes and all students across Years 2 to 6. Some teachers are yet to be confident of their own technical abilities or certain of the complexities this approach may entail.

Leaders articulate the importance of ensuring the allocation of human resources to support the learning needs of students.

An attractive and inviting physical environment is provided.

Improvement strategies

Align annual resourcing allocation and key investments to the school's strategic plan and vision.

Identify student needs and respond with targeted resourcing measures to maximise impact on student outcomes.

2.5 An expert teaching team

Findings

Staff are attracted to the school by its reputation as a welcoming and professional place of learning and there is high retention of staff.

The collegial atmosphere of the whole-school community is expressed by teachers as resulting from building relationships that support staff leadership development.

The process of teachers learning about the content and process of student learning is strengthened by the professional approach of individual teachers and by regular and frequent year level meetings.

Leaders are yet to implement a comprehensive program of leading and modelling professional learning.

Teachers and leaders express a need to deepen that collaboration through more intensive and frequent interactions with their early years' partners.

Most staff articulate that they participate in some form of Annual Professional Development Plan (APDP) process.

Many teachers embrace new teaching practices and are developing a high level of expertise acknowledged amongst their peers

Improvement strategies

Design and implement a systematic observation, feedback and coaching process for teachers by peers and leaders.

Deepen the engagement of staff and leaders in professional learning processes with clusters and other collaborating schools.

Develop a comprehensive professional learning plan that aligns with APDP processes.

2.6 Systematic curriculum delivery

Findings

A sequenced plan for curriculum delivery that is aligned to the school's pedagogical practices and the AC is developed.

A desire to increase student engagement in learning and invigorate teachers in their profession drives the school.

Most aspects of the P-12 curriculum, assessment and reporting framework (P-12 CARF) are reflected in the

curriculum documents

Planning meetings occur each term for English, with the HOD-C, classroom teachers and Inclusion Support Teachers (IST) involved. Teachers express valuing this process. Some indicating that the current allocated time is insufficient to cover all necessary aspects and complete all planning documents prior to implementation.

In English, units have been created or heavily adapted from C2C to cover all aspects of the achievement standard.

Internal moderation activities are organised throughout the year.

The focus on spelling as a current school priority area is apparent in planning, teaching, monitoring and assessment throughout all year levels.

Teachers speak positively of the work completed in this new priority area and the positive outcomes achieved for students in a short period of time.

Many teachers speak of the collegial efficacy this process has reinforced between classroom teachers, ISTs and teacher aides.

Parents receive an informal curriculum newsletter each term from classroom teachers. Parents and staff speak positively regarding this process as it has facilitated home and classroom conversations between students, parents and staff.

. Parents indicate that they appreciate the information provided in the written report and during parent teacher interviews.

Improvement strategies

Develop and embed a thorough four-phase internal and external moderation process.

Implement processes in instructional leadership to validate that the intended curriculum is enacted in all classrooms.

2.7 Differentiated teaching and learning

Findings

The school strives to engage and enable all students to achieve to the best of their ability.

Leaders remain informed of current best practice in inclusion and differentiation techniques.

A documented inclusion policy exists that outlines the way that students should be supported, included and valued within the community.

The school has recently modified the whole-school approach to supporting students with additional learning and wellbeing needs.

To provide evidence for NCCD and monitor adjustments made for students, ISTs support classroom teachers to develop, enact and monitor Personalised Learning Plans (PLP) that are recorded and maintained on OneSchool.

The Mount Crosby State School Inclusion Policy outlines roles and responsibilities for ISTs and aides.

Some express concern that students who were provided support previously may not be as effectively

supported.

The Student Support Services (SSS) team meets fortnightly and assists in addressing the needs of diverse learners with the support of a variety of school staff.

The HOI expresses the desire to build capability of key staff and describes the intent to develop the ISTs into 'mini HOSES'.

Classroom teachers comment that most differentiation is focused upon students requiring support to access and achieve in curriculum areas. They feel confident in their capability to achieve this with the advice and support of ISTs in most instances.

Differentiated teaching and learning practices with an Indigenous perspective to improve the outcomes for Aboriginal students and Torres Strait Islander students are yet to be established.

Some teachers express a desire to build their capability to support the learning needs of all students more effectively, including high-achieving students.

Planning for student differentiation is an emerging practice.

Goal setting for students is happening in some classrooms.

outcomes for Aboriginal students and Torres Strait Islander students is yet to be established.

The school appreciates and values students' varying cultural backgrounds and places a high priority on making all groups feel welcome and culturally safe. The school has Indigenous Ambassador students who undertake a process, including parental endorsement, to take on their role. These students are utilised to complete Welcome to Country proceedings at assemblies and other community events. The school takes part in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week celebrations annually.

Improvement strategies

Develop capability of staff to strengthen their use of data to understand and identify start points for teaching and to further personalise learning.

Develop school-wide processes to ensure differentiation is a planned and documented part of whole-school planning.

2.8 Effective pedagogical practices

Findings

Leaders articulate the importance of using research-based pedagogies as key to improving student outcomes.

Leaders identify EI, the Science of Reading, GRR, DI and digital pedagogies as the primary pedagogical approaches utilised.

Some teachers discuss how they continue to utilise pedagogical approaches, such as 'Bump it up' walls and personalised goal setting, that have been part of previous improvement agendas.

Digital pedagogies is an emerging approach

The Science of Reading is evident in the lower school where students focus heavily on phonics and decoding during reading lessons.

Some teachers comment that they are focusing on students reading to learn rather than learning to read.\

Some teachers discuss comprehension and reading strategies. They articulate a desire for clarity regarding a whole-school approach.

Teachers express that feedback on teaching is provided through irregular and informal walkthroughs by members of the leadership team.

Adjustments are made for students who are above or below expected levels of ability and achievement in classrooms.

Classrooms are engaging and most students express that their teachers have high expectations for their achievement, effort and behaviour.

Improvement strategies

Collaboratively identify and communicate clear expectations concerning the use and timing of effective teaching strategies.

Develop and communicate a whole-school understanding of effective teaching strategies to support and enable teachers in BYOD classes.

Develop a consistent whole-school approach for providing regular and timely feedback to students.

2.9 School-community partnerships

Findings

The school builds partnerships with parents, local organisations and businesses to improve opportunities and outcomes for students.

Practices for collaborating with students, families and external services in improving outcomes for students, including those with disability, incorporate engagement with allied health services, guidance staff, family support agencies, the school chaplain, counselling and rehabilitation services and the employment of IST staff and teacher aides. Parents of students with disability strongly affirm the professional services supplied and facilitated by the school.

The school P&C owns the profitable OSHC program which supplies significant funds for direct expenditure into school resources. Other partners that contribute to student learning and wellbeing include Woolworths, Early Childhood Education and Care (ECEC) services, Disaster Management groups, the Salvation Army, Rotary Club, the Returned and Services League of Australia (RSL) and Kenmore State High School.

The leadership team indicates their intent to explore such criteria. Some teachers express the desire to explore partnerships which enhance student and staff wellbeing.

Kenmore State High School and OSHC have written understanding with the school

The P&C is establishing a strong rapport with staff and leadership, and indicates a need for the design and implementation of a localised Parent and Community Engagement (PaCE) framework to enhance the role of parents in their child's education and strengthen relationships with the whole community. A PaCE framework is yet to be developed.

For students transitioning into Prep, a transition morning for two hours and one parent information night is conducted. Leaders express that they are yet to consider Australian

Early Development Census (AEDC) data and how this might relate to incoming cohorts of students. The principal identifies a need for a more comprehensive transition program.

Staff spent time visiting ECECs in the previous year. Leaders indicate that they will engage more frequently with local ECECs, including a recently opened centre on the border of the school. Local ECEC providers are invited to Book Week and Under 8's Day and are planning for Year 5 students to read to ECEC students.

Practices and activities to engage with ECEC providers include the establishment of an early years hub. This group meets for one evening per term. School staff present work that they do at school. Leaders share that the development of a playgroup is a possible strategy to build relationships with community and will continue to explore the idea.

Improvement strategies

Develop criteria for identifying and evaluating current and future partnerships as a foundation for developing new written agreements.

Collaborate with ECEC providers and secondary schools to strengthen existing transition programs.

Engage with community stakeholders to develop a PaCE framework.