School Improvement Unit
Report

Jamboree Heights State School

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Jamboree Heights State School** from **4** to **8 November 2016.**

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

Jenny Hart	Internal reviewer, SIU (review chair)
David Kucks	Peer reviewer
Paul Herschell	External reviewer

1.2 School context

Location:	Beanland Street, Jamboree Heights
Education region:	Metropolitan Region
Year opened:	1974
Year levels:	Prep to Year 6
Enrolment:	811
Indigenous enrolment percentage:	0.9 per cent
Students with disability enrolment percentage:	6.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1094
Year principal appointed:	2011
Full-time equivalent staff:	47.56
Significant partner schools:	Centenary State High School, Middle Park State School, Jindalee State School, Darra State School, Mount Ommaney Special School
Significant community partnerships:	Centenary Sub-Branch of the Returned and Services League of Australia (RSL), Adopt-a-Cop, Active School Travel
Significant school programs:	Spelling Mastery, Maths Mastery, 1-1 iPad program, You Can Do It!, Prep phonics program, GEM program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), literacy coach, Head of Special Education Services (HOSES), Head of I Learning, master teacher, guidance officer, teacher librarian, Support Teacher Literacy and Numeracy (STLaN), Early Childhood Development Program (ECDP) teacher, 29 classroom teachers, Language Other Than English (LOTE) teacher, instrumental music teacher, music teacher, three special education teachers, 9 teacher aides, Information and Communication Technology (ICT) team, behaviour team, support team case managers, extension and enrichment team, writing committee, Business Services Manager (BSM), two administration officers, schools officer, Parents and Citizens' Association (P&C) president and three members.

Partner schools and other educational providers:

- Principal of feeder school.

Government and departmental representatives:

- Local Member for the electoral district of Mount Ommaney and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2016

Investing for Success 2016

Headline Indicators (2016 release)

OneSchool

School internal review documents

School review document

School pedagogical framework

School data plan

Responsible Behaviour Plan

Curriculum planning documents

Student Support Policy

Substitution, Augmentation, Modification Redefinition SAMR ICT Model

Reading framework and plan

Strategic Plan 2012-2016

School Data Profile (Semester 2, 2016)

School budget overview

Gifted and Talented Policy

School differentiation plan

Professional development plans

School newsletters, website and App

School Opinion Survey

Investing for Success agreement

School Priorities and Action Committees

Curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

A highly visible leadership team leads a culture that clearly articulates high aspirations and expectations for learning.

The school has a warm and welcoming feel which is underpinned by strong supportive practices across the school. Staff morale is high with a strong collegial culture of trust among teaching staff and the leadership team. All parents, students and staff members speak of the pride they have in their school.

The principal, leadership team and all staff members are united and highly committed to improving the learning outcomes of all students in the school.

The school has developed high expectations of student engagement and achievement. Staff members know the expected practices of the school. Reading, data and explicit teaching are key components of the improvement agenda.

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations, and provides a reference for monitoring learning across the year levels.

The school effectively uses in-school moderation of student work and each year level team has scheduled time allocated to undertake the process once per term. The school is yet to undertake cross-school or cluster moderation of student work to validate teacher judgments against the Australian Curriculum (AC) achievement standards.

Teaching practices in the school reflect the belief that all students are capable of learning given the appropriate learning opportunities and support.

Some students have the opportunity to set and document their own learning goals. Some teaching staff are able to discuss learning goals for students in the schools priority area of reading. A school-wide process for the expected practice of student learning goals is yet to be developed.

The school recognises that highly effective teaching is the key to improving student learning outcomes.

Written and verbal feedback to students regarding their learning has a focus on student effort and achievement rather than providing explicit next steps for learning. A school-wide constructive feedback process to guide teaching staff in providing student feedback is yet to be developed.

Classroom teachers together with teacher aides and the leadership team have developed a strong sense of purpose.

A strong collegial working environment is apparent across the school. Teams of teachers work together, to meet the diverse learning needs of all students. Respectful and trusting interactions are observed by all members of the school community.

The leadership team and teaching staff regularly engage in the analysis of student achievement data.

Student achievement data is being triangulated to map and monitor student achievement and growth. Teacher understanding and use of the achievement/growth quadrants varies across the school.

The school is maximising the use of all available facilities.

The growth in student numbers has put pressure on available learning spaces. Staff members comment that it is a challenge to find learning spaces for small group work and individual support programs. The school has an active enrolment management plan. The site is impacted by increasing enrolment.

The school is recognised as a hub in the community and is held in high regard.

The school has a range of beneficial partnerships with the local schools and community organisations. The schools involvement with the Voices of ANZAC in 2015 is recognised as significant community achievement.

The school has an active P&C which focuses on providing support for improving educational and physical resources.

The P&C recently contributed to upgrade the junior school playground facilities and is currently raising funds to contribute to the maintenance and upgrade of the school oval. The P&C operate the Out of School Hours Care (OSHC), vacation care program, tuckshop and uniform shop which all have strong community support and raise significant funds for the school.

2.2 Key improvement strategies

Expand moderation processes to include cross-school or cluster moderation of students work to further assure consistency of teacher judgments when reporting student achievement.

Collaboratively develop the school-wide expected practise for the setting, monitoring and reporting of individual student learning goals.

Develop school-wide expectations for the provision of quality feedback to students and provide professional learning opportunities for teaching staff.

Develop the capacity of staff data literacy to collect, display, analyse and report on student learning, including the understanding and use of the achievement/growth quadrants.

Partner with the region to develop a master facilities plan including an ongoing maintenance schedule.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school leadership team and all staff members are united and highly committed to improving the learning outcomes of all students in the school.

The school leadership team has established and is driving a clear improvement agenda as expressed in the 2106 Annual Implementation Plan (AIP). All staff members know the improvement agenda and relate the agenda to their daily work. Reading, data and explicit teaching are the key components of this agenda. Other school focus areas such as spelling, writing and numeracy are mentioned in the plan alongside curriculum, pedagogy, staff development and community engagement.

A *'School Priorities, Actions and Committees Line Management and Roles and Responsibilities'* document is apparent. This document aligns the leadership team to school committees, priorities, programs and processes. There is a strong alignment to the improvement agenda of reading, data and explicit teaching within this document.

Teaching staff members understand the expected reading practices of the school and are implementing guided and shared reading as per the documented '*The Teaching of Reading…the Jamboree Way'*.

A data culture is building in the school including processes for data reflection and discussion. Teaching staff are regularly meeting to discuss year level achievement and the school is working to develop the data literacy skills of teachers. Opportunities to discuss individual student achievement occur through regular scheduled case management meetings.

Explicit teaching is the signature pedagogy of the school and is a feature of every teachers practice. Teaching staff highly value the professional learning opportunities they have had with Anita Archer[1] and use explicit teaching strategies within their classrooms. Observation and feedback processes within the school reference the explicit teaching of reading.

The school has identified and documented processes to gather, analyse and discuss current student achievement including students in priority groups such as disability and learning difficulties. Students who are gifted or high achieving are identified through these processes. Individual targeted support is provided for the range of learners in the school.

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[1] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

The school has developed high expectations of student engagement and achievement. School-wide processes support the achievement of all students. The *You Can Do It! program*, school chaplain, Special Needs Action Committee (SNAC) and case management processes ensure a focus on the wellbeing of students.

Aspects of the improvement agenda are communicated to parents in emails and newsletters.

Targets for improvement for student achievement are documented in the AIP and reference improvements sought in National Assessment Program – Literacy and Numeracy (NAPLAN) National Minimum Standards (NMS) and Upper Two Bands (U2B) performance. Teaching staff are aware of the school improvements sought in reading aligned to PM Benchmarks and PROBE. School-wide data analysis references class level growth and achievement. Clear alignment and understanding of student achievement, growth and targets by teaching staff and the wider school community requires clarification.

The leadership team discuss the achievement of the improvement agenda in meetings. Specific monitoring timelines and strategies are yet to be developed.

Improvement strategies

Develop internal timelines and monitoring mechanisms to track the achievement of the improvement agenda.

Align improvement agenda targets for improved student achievement levels with existing student benchmarks.

Regularly communicate the improvement agenda and celebrate progress towards achievement with the whole-school community.

3.2 Analysis and discussion of data

Findings

The school leadership team ensures that all staff members are aware of their data collection responsibilities and these are clearly outlined in the annual assessment schedule. School leaders ensure that all staff members are aware of the importance of this information gathering and its place in guiding future teaching practice.

Significant analysis of NAPLAN data occurs each year by the leadership team to identify focus areas across the school. NAPLAN data is used to formulate performance targets that are outlined in the school's AIP. Teaching staff utilise NAPLAN improvement targets in a limited way to guide their practice and generally focus on PM Benchmarks and PROBE reading testing to guide their future practice. School leaders routinely monitor school-wide achievements in key curriculum areas through termly data meetings with each classroom teacher.

/The leadership team regularly engages in the analysis of behaviour data, which in turn guides the support of students through year level data conversations and the work of the student support team.

The sharing of school and student achievement data occurs through email and newsletters, school app and school reporting processes. Some parents comment that they would appreciate more frequent communication regarding the progress of their child and expected year level benchmarks.

Teaching staff are able to outline how they use achievement data and are able to share individual student improvement journeys, particularly in the school's improvement area of reading.

The 2016 NAPLAN Mean Scale Scores (MSS) indicates that the school is performing above Similar Queensland State Schools (SQSS) in Year 3 reading and spelling and similar to SQSS across all other areas for Year 3 and Year 5. Students performing in the U2B in Year 3 are above SQSS in all areas with the exception of grammar and punctuation which is similar to SQSS. Year 5 students in the U2B are above SQSS in writing and similar in all other areas.

Since 2008 there has been significant improvement across all areas, with trend information moving forward in all areas with the exception of Year 5 writing. This has been noted by the leadership team and as a result writing is an emerging focus in the school.

Static and electronic data walls are used in a variety of ways across the school to support the decisions made by year level teaching teams. The school is moving away from physical data walls in classrooms towards electronic data forms that are more accessible to staff members.

Student performance on PM Benchmark, PROBE and PAT-R and PAT-M testing tools are the most commonly utilised data sets.

The school is triangulating student achievement data including NAPLAN, Levels of Achievement (LOA) A-E, PM Benchmark and PROBE data to map student achievement and growth. Teacher understanding and use of the achievement/growth quadrants varies across the school.

Data is regularly interrogated and analysed by the Head of Curriculum (HOC) with trend information. The data is then made available and discussed with teaching teams in termly data meetings. Analysis information is provided from OneSchool reports and locally devised data formats.

Improvement strategies

Develop the capacity of staff data literacy to collect, display, analyse and report on student learning, including the understanding and use of the achievement/growth quadrants.

Regularly summarise and communicate school and student performance data to parents and the wider school community.

3.3 A culture that promotes learning

Findings

The highly visible leadership team leads a culture that clearly articulates high aspirations and expectations for learning. The school has a warm and welcoming feel which is underpinned by strong supportive practices across the school. The mantra *'If you can read you will succeed'* pervades all sectors of the school and is clearly articulated by staff members, students and parents.

Reading is viewed as a significant building block for current and future success across the curriculum and it is clear that there is total engagement by all stakeholders in this important learning agenda.

Classroom teachers together with teacher aides and the leadership team have developed a strong sense of purpose. A strong collegial working environment is evident across the school. Respectful and trusting interactions are observed by all members of the school community. All teaching staff are engaged in observation, feedback and the development of ideas and strategies. Regular classroom visits are commonplace and students are clearly used to these.

Staff morale is high with a strong collegial culture of trust among teaching staff and the leadership team is apparent. All parents and staff members speak of the pride they have in their school.

Coaching and feedback practices are focused on developing individual teacher's skills and ultimately the performance of every student. Staff wellbeing is acknowledged by the leadership team as an important area for continued focus. The inclusion of a whole of school retreat early in the school year was highly valued by staff members and is being looked forward to for the commencement of 2017.

A range of inclusive strategies are used by the school to develop genuine relationships with parents and the wider community. The leadership team, teaching staff and teacher aides engage in respectful conversations with parents that are genuine and totally driven by the desire to maximise student engagement and performance.

The improvement agenda in reading underpins the culture of learning in the school. Many teaching staff articulated this agenda and the professional learning undertaken. This has enabled them to innovate and develop learners that are increasingly independent and motivated to succeed.

The school has a documented Responsible Behaviour Plan for Students (RBPS) that provides a consistent approach to the management of behaviour. The *You Can Do It!* program forms the basis and of the student social and emotional learning program. The RBPS is currently being reviewed.

The SNAC team meets regularly to support learning and the emotional development of students across the school in a holistic manner. Genuine partnerships are forged with parents and outside agencies to support students and families.

Attendance for all students at the school is consistently maintained above 94 per cent. The leadership team actively monitors attendance and has strategies developed to manage individual students of concern.

School Opinion Survey (SOS) 2016 results show high student, parent and staff member satisfaction with the school as evidenced by a 99 per cent to 100 per cent satisfaction rating by all respondents for the belief that 'this is a good school'.

Classrooms and outside play areas are warm and welcoming to students. Recent improvements include upgrades to lower primary play area. The development and improvement of areas in and around classrooms appears to be a priority currently being actioned by the newly appointed schools officer.

Improvement strategies

Review and publish the new RBPS to include the key elements of the *You Can Do It!* program.

3.4 Targeted use of school resources

Findings

The school leadership team have given a high priority to understanding and addressing the learning needs of all students in the school. Systematic, school-wide processes are to identify student needs are developed.

A range of responses are present in the school. A documented student model is developed. This document maps groups, committees, support initiatives and student case management processes. The SNAC meets fortnightly to discuss student referrals and support plans.

Staff members are deployed through the school to meet identified student need. This support includes additional teaching and teacher aide support. School-wide programs include phonemic awareness, speech language development, literacy and numeracy support and extension for high achieving and gifted students.

The school receives $312 209 through the Investing for Success (I4S) initiative. Funds are expended on additional teachers and teacher aides, professional learning and staff release. The plan aligns closely with the school priorities in reading, pedagogy and data.

Flexible curriculum delivery arrangements are developed to support student learning. These include students moving within year level cohorts and outside of year level to meet literacy and numeracy needs. Arrangements are developed for students requiring additional learning support as well as those who require learning extension. Links to the local high school provide opportunities for students to participate in accelerated learning.

The school is maximising the use of all available facilities. The growth in student numbers has put pressure on available learning spaces. Staff members comment that it is a challenge to find learning spaces for small group work and individual support programs. The school has an active enrolment management plan. The site is impacted by increasing enrolment.

Facilities include outdoor covered areas, adventure playgrounds, pool, tennis court and multipurpose halls. The age of some facilities has created some ongoing maintenance challenges. The BSM and principal are planning to address some long term challenges such as pool refurbishment and classroom carpets and painting. The P&C provide financial support to develop an early year's playground for Prep and Year 1 students.

The school is supported by a BSM and administrative officers. Roles and responsibilities of the office staff are developed. The office staff members are undertaking a review of office procedures. The BSM meets regularly with the leadership team and provides budget updates. The current bank balance is $220 715. The budget aligns to local and system priorities.

Improvement strategies

Partner with the region to develop a master facilities plan including an ongoing maintenance schedule.

Collaboratively review the use of all school learning spaces to ensure maximum usage.

3.5 An expert teaching team

Findings

A cohesive, hardworking and skilled leadership team exists within the school. The team is enthusiastic regarding the development of all aspects of the school and in meeting the individual needs of students. This team draws on a diverse set of complementary skills.

The principal is committed to a distributive leadership model and supports and encourages the leadership aspirations amongst the staff.

The leadership team is visible across the school and demonstrates a priority on developing the skills of all staff members through well planned Professional Development (PD), inside and outside of the school setting.

The school places a high priority on attracting and retaining expert teaching staff. Many teachers in the school are experts in the fields in which they teach and have high confidence in their teaching abilities.

Beginning teachers and new teachers to the school are supported effectively through a mentoring program that focuses on development of skills in the first three years of their teaching career. The delivery of this program is carried out through formal and informal collegial practices.

A term-by-term professional learning plan is developed and communicated to staff members. Professional learning activities undertaken align to school and system priorities. Staff members have opportunities to participate in learning activities aligned to their Annual Performance Development Plan (APDP). Teaching staff appreciate the amount of learning opportunities provided within and external to the school. Teacher aides would appreciate further professional learning opportunities particularly in behaviour management and supporting students with Autism Spectrum Disorder (ASD).

All teaching staff have an APDP that highlights the linkages of individual staff skills across the school and how they relate to the long and short term priorities. The development of individual teacher and teacher aide capacity is clearly linked to the school's improvement agenda. Staff members, from across the school, value the PD that they have received in the classroom reading practices and explicit teaching pedagogies.

Non-teaching staff are currently beginning their engagement in the APDP process which is being led by the BSM.

Teaching staff across the school work in year level teams and regularly work to ensure consistency of practice. Individual teachers assume responsibility for various parts of the curriculum with more senior teaching staff developing material for key curriculum areas. Beginning teachers are responsible for other aspects of year level curriculum. New and beginning teachers have a buddy that is in generally located next to or near their classroom.

The observation and feedback culture involves scheduled and random visits by school leaders. This process is generally valued by teaching staff. Teachers are encouraged and supported to visit each other's classroom through a Watching Others Work (WOW) process to build teacher capacity.

The school is committed to training teaching staff to support the learning needs of gifted and talented students. A number of teachers have been Gifted Education Mentors (GEM) trained with a view to increasing this training over time.

The school leadership team are members of the Centenary Learning Alliance of State School (CLASS). Collaboration with the alliance has included a focus on core skills, ICT skills, and writing. The school has indicated that they desire to work with the alliance on cluster moderation activities.

Improvement strategies

Promote and extend the building of teacher capability through the implementation of the WOW process across the school.

Provide professional learning opportunities for teacher aides aligned to their completed PDP.

3.6 Systematic curriculum delivery

Findings

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels.

The school has a collaborative approach to curriculum planning which ensures that the school curriculum is aligned to the AC while at the same time being adapted to meet the learning needs of the local school context.

Year level coordinators and the HOC lead a rigorous curriculum review cycle. Year level teams meet fortnightly to monitor ongoing curriculum delivery and once per term to review the current term's unit and plan for next term.

All teaching staff within their year level groups are responsible for planning for at least one subject area and use a school-developed planning template and consistent process. Staff members report being fully engaged in the process, and with the support of the HOC and more experienced teachers, are confident in the consistency of teacher judgements against the achievement standards of the AC.

Quality assurance of teachers' curriculum and assessment planning is apparent. The year level coordinators and the HOC systematically check that all adjustments to Curriculum to the Classroom (C2C) resource units, including assessments and Guides to Making Judgements (GTMJ), cover the AC content descriptions and provide opportunities for students to demonstrate their learning against the achievement standards.

The school effectively uses in-school moderation of student work and each year level team has scheduled time allocated to undertake the process once per term, usually using work from the English curriculum. Currently the school does not yet undertake cross-school or cluster moderation of student work. Teaching staff report that they would value the opportunity to validate their judgments by engaging in moderation with schools undertaking similar work. School leaders report that cross-school or cluster moderation would provide more confidence in their A-E reporting against the AC achievement standards.

A number of students are using Individual Curriculum Plans (ICP), or school developed Individual Student Plans (ISP) or Individual Extension Plans (IXP) to support their learning and access curriculum appropriate to their ability levels. Students on ICP are integrated into the mainstream curriculum and are offered addition curriculum support through differentiated literacy and numeracy programs.

The school reports on student achievement and progress to parents during face-to-face interviews, and through comprehensive written reports, twice per year during Terms 2 and 4. Parents indicate that they valued the detail and accuracy of the reports and suggest that the timing of the reports might be reconsidered to include one report per term.

Teaching staff are delivering a range of programs and approaches to support each student's literacy development, particularly to support the school's Explicit Improvement Agenda (EIA) of reading. This includes shared reading, guided reading, Spelling Mastery, Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS), PM readers, PROBE, phonics, daily writes, as well as implementation of the school's English curriculum. The school's focus of literacy, and especially reading, is fully embedded across the school, and is consistently and effectively reviewed and monitored by year level teams and school leaders.

Most teaching staff report including Higher Order Thinking Skills (HOTS) in their curriculum planning and delivery. Consistent use of general capabilities and cross-curriculum priorities to enhance teaching and learning in teacher's planning is yet to be developed.

Improvement strategies

Expand moderation processes to include cross-school or cluster moderation of students work to further assure consistency of teacher judgments when reporting student achievement.

Review the timing of face-to-face and written reporting of student achievement and progress throughout the school year.

Explore opportunities to expand the comprehensive curriculum planning process to include a focus on general capabilities and cross-curriculum priorities.

3.7 Differentiated teaching and learning

Findings

The leadership team actively promotes the use of differentiated teaching strategies to support the learning of all students. Teaching practices in the school reflect the belief that all students are capable of learning given the appropriate learning opportunities and support.

Teaching staff work hard to understand all of their learners and provide appropriate learning experiences differentiated to student readiness and need. The Head of Special Education Services (HOSES) and Special Education Program (SEP) staff support students with verified disabilities in the school. SEP staff members report that inclusive practices occur in the school and school staff members report they are well supported by SEP staff to meet the needs of Students with Disability (SWD) in the school.

Teaching staff members use a range of diagnostic data, curriculum assessments and observations to ascertain where students are at in their learning and set next steps for learning. Some staff members report that they would appreciate further professional learning on meeting the differentiated needs of students in their class.

Year level curriculum planning meetings include differentiation strategies for students at year level, below year level and above year level expectations.

Structural differentiation is developed for reading, spelling and mathematics groups. A range of intervention programs are delivered by teaching staff and teacher aides to support phonemic awareness, fine motor, speech language development and specific literacy and numeracy activities.

Identified students have ISP to set specific literacy and numeracy goals. Teaching staff monitor and adjust these programs to suit individual needs. SWD have ICP to suit their curriculum access needs. ICP are constructed with class teachers and are reported on within student report cards. Students who have been identified as gifted and talented or requiring significant learning extension have an IXP. Parents meetings occur in the development of all support plans. Plans are developed within OneSchool student support functionality.

Case managers are assigned to year levels to work with class teachers and support staff to ensure that plans are actioned and necessary support is provided to students and class teachers.

Some teaching staff have developed learning goals for students in the priority areas of reading and writing. Some teachers provide opportunities for students to set and document their own learning goals. A school-wide process for the expected practice of student learning goals is yet to be developed.

Parents are satisfied with the information they receive regarding their child's learning. Parents comment that teaching staff are available to discuss their child's learning. Communication with parents occurs through emails, newsletters and iPad apps. Some parents reported that they would appreciate an opportunity to meet with teachers in Terms 1 and 3 and receive written reports in Terms 2 and 4.

Improvement strategies

Collaboratively develop the school-wide expected practise for the setting, monitoring and reporting of individual student learning goals.

Provide professional learning opportunities for teaching staff to continue to develop skills to differentiate curriculum to suit the learning needs of all students.

3.8 Effective pedagogical practices

Findings

The school has a clearly articulated and research-based pedagogical framework drawing on the work of Anita Archer and John Fleming[2] regarding explicit teaching. Teaching staff have developed effective repertoires of practice based on this framework. Visual reminders of this process are on display in all classrooms. Students are able to confidently articulate the various elements of this process.

The current pedagogical framework is being revised to more accurately reflect the pedagogical practices being implemented throughout the school.

The school leadership team recognise that highly effective teaching is the key to improving student learning throughout the school and accept personal responsibility for driving improvements in teaching throughout the school. There is a particular focus on improved teaching methods of reading, explicit teaching and the use of data to make informed decisions on teaching practices.

Instructional leadership is apparent across the school. School leaders spend time working with teaching staff through a comprehensive program of classroom observations which focus on Explicit Instruction (EI) and the implementation of the school reading programs. Teaching staff report they value to process and believe that the focus of the observations provides them with important feedback on building their pedagogical capacities.

Some teaching staff report that while they value the observation process, they believe it could be enhanced if it was differentiated to reflect the extent to which they are already engaging with focus area of the observation. Those teachers suggest that a differentiated program could support a focus on other pedagogical priorities, particularly more effectively integrating ICT into the classroom.

The school has a widely supported program to implement iPads into the classroom to support the integration of ICT for learning. The school is implementing the Substitution, Augmentation, Modification and Redefinition (SAMR) digital pedagogical approach to support teaching staff effectively incorporate iPads into their teaching. The SAMR approach is yet to be fully embedded across the school.

The school has implemented a comprehensive, professional learning program to support the school's EIA of explicit teaching. The school leadership team keeps abreast of research on effective teaching practices and establishes clear and high expectations regarding the use of these practices throughout the school.

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[2] Fleming, J., & Kleinhenz, E. (2007). *Towards a moving school: Developing a professional learning and performance culture* (No. 1). Aust Council for Ed Research.

Explicit teaching is fully embedded in the school and all teaching staff and school leaders can clearly articulate a full range of high-yield teaching strategies aligned to EI.

The practice of setting learning goals as a component of EI is less apparent in teacher practice. Some teaching staff are able to discuss learning goals for students in the schools priority area of reading. A consistent, school-wide practice is yet to be embedded.

Students, and workbooks examined, suggest that feedback to students has a focus on effort and achievement. A school-wide, constructive feedback process to set next steps for student learning requires development.

Improvement strategies

Develop school-wide expectations for the provision of quality feedback to students and provide professional learning opportunities for teaching staff.

Collaboratively review the observation and feedback processes of the school to enable a differentiated process to support school priorities and individual teacher capability.

3.9 School-community partnerships

Findings

The school is recognised as a hub in the community and is held in high regard. School celebrations including the bi-annual fete, ANZAC Day celebrations, discos, assemblies and sports days are well supported by members of the local community.

The school takes a lead role in the CLASS which includes Middle Park State School, Jindalee State School, Darra State School, Mount Ommaney Special State School and Centenary State High School.

The school has established a partnership with Department of Veteran Affairs, Lions Club, Rotary Club, Returned and Services League (RSL) and CLASS schools to lead the ANZAC commemorative project which is widely supported and recognised with the local community. Staff members, students and parents speak with pride regarding the school's involvement with the project and culminated in the showcase submission Voices of ANZAC in 2015.

The school has established a strong partnership with Centenary State High School including a range of academic, sports and arts collaborations. Staff members at these schools engage in exchange programs throughout the year.

The school engages with a number of early learning providers and long day care centres in the local area. The school is yet to establish a pre-Prep formal transition program with local childcare providers. At this stage there are limited opportunities for children and their families to participate in a transition program enabling them to experience life at school prior to their entry to Prep. This has not been a priority of the school due to the enactment of the enrolment management plan.

The school has an active P&C which focuses on providing support for improving educational and physical resources. The P&C recently contributed over $200 000 to upgrade the junior school, playground facilities. The P&C are currently raising funds to contribute to the maintenance and upgrade of the school oval. On average, the P&C reports it contributes $120 000 per year to the school.

The school has an Out of School Hours Care (OSHC) and vacation care program, run by the P&C, which has strong community support and which raises funds for the school through the P&C. The P&C run the tuckshop and uniform shop.

The school hosts an on-site ECDP which supports students with vision impairment transition to school. The centre is highly regarded within the school and the broader community for the work is does in successfully ensuring young students with vision impairments are effectively prepared for mainstream schooling. The centre administers a program to provide opportunities for students with special needs in Prep to develop fine and gross motor movements, enrich their language development and build their independence.

The school develops and maintains a range of partnerships with outside agencies including Vision Australia, Cerebral Palsy League, Autism Queensland, and Act for Kids, as well as participating in the Adopt-a-Cop program.

Improvement strategies

Establish a pre-Prep transition program with local childcare providers to provide opportunities for children and their families to prepare for formal schooling.