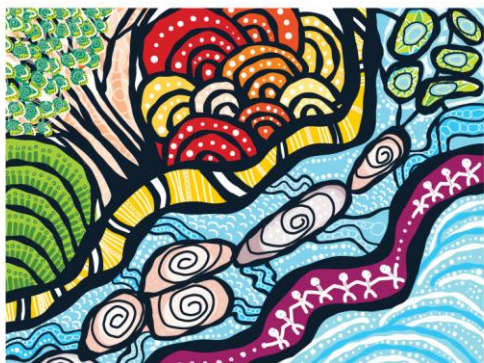


Sarina State School

# School review report



# Acknowledgement of Country



The Department of Education acknowledges the Traditional Owners of the lands across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

*The Landscape of Learning* is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Sarina State School** from **12 to 14 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle.. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

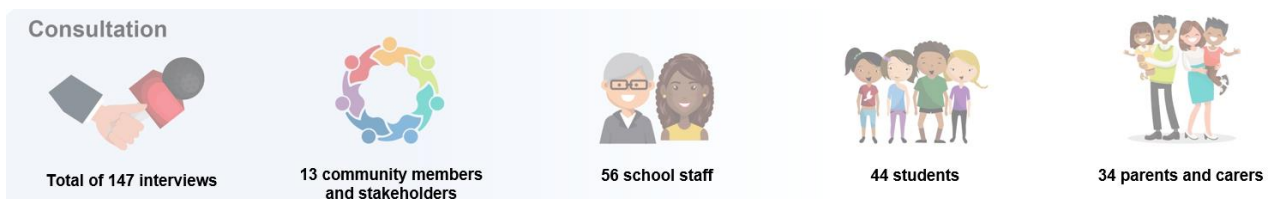
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Louise Wilkinson	Internal Reviewer, SRR (review chair)
Chris McMillan	Peer Reviewer
Andrew Helton	External Reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Yuwi We acknowledge the shared lands of the Yuwi nation and the Yuwibura people of the Yuwi language region.
<b>Education region:</b>	Central Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	406
<b>Indigenous enrolment percentage:</b>	30.9%
<b>Students with disability percentage:</b>	23%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	900

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **27 to 29 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 915 and the school enrolment was 447 with an Indigenous enrolment of 22.8% and a student with disability enrolment of 19%.

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

- Collaboratively develop and communicate an Explicit Improvement Agenda (EIA) that includes precise school-wide targets to ensure consistency of practice is embedded across the school, incorporating Quality Assurance (QA) processes. (Domain 1)
- Implement a formal, systematic process for observation and feedback for staff aligned to the school's EIA. (Domain 8)
- Collaboratively develop a formalised and consistent approach for engaging students with high levels of absenteeism and for transient students when they enter the school. (Domain 4)
- Provide professional learning opportunities for staff to refine and develop data literacy skills to enable deeper and more consistent understanding of data and its impact on planning, teaching and learning. (Domain 2)
- Implement systems and process in consultation with early education providers to enhance successful implementation of transition for students entering Prep. (Domain 2)

## 2. Executive summary

### 2.1 Key affirmations

#### **A clear and comprehensive whole-school curriculum plan is established.**

This plan describes how teachers are expected to plan for, teach, assess and report on the Australian Curriculum (AC). Many teachers, including specialist teachers, express appreciation for the extensive preparatory work undertaken by the Head of Department – Curriculum (HOD-C) and their facilitation to guide them through this planning process. Leaders and teachers are active participants in the local cluster of schools in curriculum initiatives.

#### **Staff members share a sincere belief that every student is capable of accessing and progressing through the curriculum.**

Leaders identify the importance of building a culture of mutual trust and support between all stakeholders within the school community to achieve these aims. Teachers articulate an appreciation for the professional support of their year level colleagues. Staff indicate a willingness to share their knowledge and expertise with others to support improved learning outcomes for students.

#### **Students speak positively of their teachers and the opportunities provided for them to learn.**

Celebration of Learning days occur once per term where parents come and visit to see the learning activities in each classroom. The most recent of these events attracted over 200 parents to the school. More celebrations of this kind are scheduled to raise the levels of understanding for parents of classroom programs and provide opportunities for students to showcase their work.

#### **Newly appointed role to support First Nations and South Sea Islander students and families.**

The principal has recently appointed a Community Education Counsellor (CEC) role to the school. The CEC is considered instrumental in supporting First Nations and South Sea Islander students and families. It is envisaged the CEC will work with the principal and leaders to strengthen cultural capabilities of all staff and develop the school to be recognised as a culturally safe place for all Indigenous students.

## 2.2 Key improvement strategies

### **Domain 8:** Effective pedagogical practices

Collaboratively develop a suite of agreed school-wide pedagogical approaches to support the learning of all students, including First Nations, South Sea Islander and diverse learners.

### **Domain 7:** Differentiated teaching and learning

Further build capability of all teachers to create and implement strategies in Personalised Learning Records (PLR) for individual students to support their access, participation and progress through the curriculum.

### **Domain 3:** A culture that promotes learning

Embed the implementation of the Positive Education School (PES) processes to ensure teachers are supported to provide orderly and productive learning environments for all students.

### **Domain 6:** Systematic curriculum delivery

Implement distributed responsibility in curriculum planning, supporting teacher confidence to lead and implement the quality-assured curriculum plan.

### **Domain 5:** An expert teaching team

Broaden current collegial engagement processes from Learning Walks and Talks (LWT) to provide additional opportunities for systematic constructive feedback on classroom instruction practices.

## 2.3 Improvement strategies summary

<p><i>Domain 1: An explicit improvement agenda</i></p> <p>Consolidate the current Annual Implementation Plan (AIP) and EIA with considerations of key improvement strategies from this school review, latest whole-school data trends, and student/community voice to create the next strategic, annual and data plans for school improvement.</p>
<p><i>Domain 2: Analysis and discussion of data</i></p> <p>Further support teaching team confidence and data literacy skills through data conversations and professional learning led by members of the leadership team to inform tailored supports and interventions for systematic curriculum delivery.</p> <p>Strengthen attendance monitoring and follow-up processes to maximise learning days for all students, with a particular focus on First Nations and South Sea Islander students.</p>
<p><i>Domain 3: A culture that promotes learning</i></p> <p><b>Embed the implementation of the PES processes to ensure teachers are supported to provide orderly and productive learning environments for all students.</b></p> <p>Systematically enact the student and staff frameworks to promote the wellbeing of students and staff, achieving positive outcomes for all.</p>
<p><i>Domain 4: Targeted use of school resources</i></p> <p>Embed the current school governance model to align human and financial resources and PD to the AIP and provide transparency to support successful implementation of school priorities.</p>
<p><i>Domain 5: An expert teaching team</i></p> <p><b>Broaden current collegial engagement processes from LWTs to provide additional opportunities for systematic constructive feedback on classroom instruction practices.</b></p> <p>Provide additional and differentiated support for teachers in their early career stages to strengthen the development of effective classroom management techniques and practices.</p>
<p><i>Domain 6: Systematic curriculum delivery</i></p> <p><b>Implement distributed responsibility in curriculum planning, supporting teacher confidence to lead and implement the quality-assured curriculum plan.</b></p> <p>Further develop locally relevant curriculum and co-planning of contextualised units to increase student engagement and lift achievement.</p>
<p><i>Domain 7: Differentiated teaching and learning</i></p> <p><b>Further build capability of all teachers to create and implement strategies in PLRs for individual students to support their access, participation and progress through the curriculum.</b></p> <p>Scale up co-teaching to complement the whole-school approach to differentiated teaching and learning for every student to achieve to their potential.</p>
<p><i>Domain 8: Effective pedagogical practices</i></p> <p><b>Collaboratively develop a suite of agreed school-wide pedagogical approaches to support the learning of all students, including First Nations, South Sea Islander and diverse learners.</b></p> <p>Design and implement an agreed collegial engagement framework to formally support the capability development of the teaching team.</p>
<p><i>Domain 9: School-community partnerships</i></p> <p>Review and document processes relating to partnerships to establish agreed goals aligned to improving student outcomes.</p>

### 3. Findings and improvement strategies against the domains

#### 3.1 An explicit improvement agenda

##### Findings

The principal and members of the leadership team express a shared commitment to work together with staff to do what it takes for school improvement. Staff want to do their best to support every student to learn and succeed, and gain satisfaction when they see they have made a difference with students.

After a series of leadership changes, the current principal was permanently appointed in mid-2022. The principal explains they worked to develop a culture of trust and undertook an inquiry cycle to understand the school context, what was working and what required development. During Semester 2 2022, the principal describes collaborations to review a range of aspects of the school, including pre-existing school strategic documents, operational systems, practices and school finances, leadership team roles and accountabilities, and a range of whole-school quantitative data including student achievement, engagement and wellbeing, and School Opinion Survey (SOS) results. With the findings from their inquiry, leaders sought input from staff to produce the 2023 Annual Implementation Plan (AIP) and Explicit Improvement Agenda (EIA).

Two improvement priorities are expressed in the AIP. Each AIP priority has numerous quarterly targets relating to student and staff participation and others referring to specific Levels of Achievement (LOA) in English and/or mathematics in addition to engagement results for priority equity groups. There are 3 strategies per priority, each with actions, resource allocations, timelines and responsible officers.

The EIA has 4 other areas of focus with improvement strategies underpinning them. Some are identical to the AIP, some different, and some additional targets are listed in the EIA, including LOAs in science and the 5 tests in the National Assessment Program – Literacy and Numeracy (NAPLAN). An agreed school data plan supports both improvement priorities of the AIP and one area (reading) of the EIA.

Refined leadership roles with key portfolio action plans are established. Data-informed practice and research including the work of Sharratt<sup>1</sup> and Graham<sup>2</sup> contribute to strategic thinking. A strategic alignment flowchart, designed by the principal, guides leaders' future operational steps. The principal advises members of the leadership team to conduct learning walks to monitor the implementation of school priorities. Portfolio action plans and AIP/EIA targets are discussed through analysis of whole-school data at termly leadership team review meetings using a traffic-light system to capture progress and impacts of programs and initiatives. Communication to parents regarding school improvement progress is undertaken by the principal at Parents and Citizens' Association (P&C) meetings and newsletters.

Upon reflection, leaders acknowledge that in the course of their recent work to improve school systems and processes, many changes have already occurred. They recognise that the remainder of this year presents an opportunity to slow the pace of transformation, follow through on current initiatives and programs to strengthen projected impacts, and consider streamlining focus areas. Leaders express an intention to consolidate and refine the current AIP and EIA with considerations of key improvement strategies from this school review, latest whole-school data trends, and

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<sup>1</sup> Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynsharratt.com/>

<sup>2</sup> Graham, L. (Ed.). (2019). *Inclusive Education for the 21st Century: Theory, policy and practice.* Routledge.



student/community voice into the creation of the next strategic, annual and data plans for school improvement.

During Term 1 2023, leaders worked with staff to understand the Department of Education's (DoE) strategy, Equity and Excellence, and the school's strategic direction. This resulted in the creation of an agreed new school vision: '*Quality Education, Equal Opportunity*'. The principal and staff acknowledge they are united in their high expectations for the learning and wellbeing of all students with a focus on equity.

### Improvement strategy

Consolidate the current AIP and EIA with considerations of key improvement strategies from this school review, latest whole-school data trends, and student/community voice to create the next strategic, annual and data plans for school improvement.

## 3.2 Analysis and discussion of data

### Findings

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing.

The Sarina State School Data Plan 2023 outlines expected data sets, timelines, instruments, storage and uses of data across the school. Data sets include headings of attendance, achievement and other. Leaders track a range of achievement data including LOA, NAPLAN and reading progress, including Sounds-Write, Systematic Phonics and Reading Knowledge Levelled Evaluation (SPARKLE), Oral Language Early Years (OLEY) and PROBE. School data sets including Nationally Consistent Collection of Data on School Students with Disability (NCCD), SOS, staff and student wellbeing, are tracked and interrogated for possible action.

These data sets are reviewed by cohort teams using the Data Analysis and Planning (DAP) and Collaborative Assessment of Student Work (CASW) processes alongside the Head of Department – Curriculum (HOD-C). These meetings are scheduled in advance during Monday meeting times.

Leaders and some teachers have recently established a data room to enable 'faces on the data' discussions on student achievement, behaviour and engagement. Featured are data arranged through LOAs and reading data configurations. The leadership team articulates they are progressively supporting teaching team confidence and data literacy skills through associated data conversations to inform tailored supports and interventions for systematic curriculum delivery.

Student attendance data is tracked and monitored by teachers and leaders. At the time of review, School Online Reporting Dashboard (SORD) data shows the attendance rate for First Nations students is currently 79.1%, which is lower than the attendance rate of 85% for all students. 52.2% of First Nations students attend fewer than 85% of school days, compared to 37.3% for all students.

The principal advises that DoE procedures and policy are followed, including seeking support from regional student engagement personnel and local support agencies. They are actively working with external support to follow up on chronic absenteeism. Recently a Community Education Counsellor (CEC) role was established. The principal articulates an intention to work with the CEC to strengthen attendance monitoring and follow-up processes, particularly with First Nations and South Sea Islander students.

Transition statements are received from local Early Childhood Education and Care (ECEC) providers. These are used in association with other data received through the Sarina Region Early Years Network (SREYN) to inform class arrangements and level of supports for Prep.

The principal demonstrates they utilise an inquiry cycle approach for school improvement and next steps. They say collection and analysis of data are part of leaders' discussions when seeking to measure impact of school-level decisions, interventions and initiatives.

### Improvement strategies

Further support teaching team confidence and data literacy skills through data conversations and professional learning led by members of the leadership team to inform tailored supports and interventions for systematic curriculum delivery.

Strengthen attendance monitoring and follow-up processes to maximise learning days for all students, with a particular focus on First Nations and South Sea Islander students.

### 3.3 A culture that promotes learning

#### Findings

Staff members share a sincere belief that every student is capable of progress when provided with a suitable educational environment and parameters for learning. Leaders identify the importance of building a culture of mutual trust and support between all stakeholders within the school community to achieve school improvement.

Newsletters are published regularly and provide parents with updates on classroom activities and other aspects of the school. Key messages regarding behavioural expectations, attendance goals and tips for parents to use to support their child are highlighted. Many parents positively describe the range of communication channels used by the school to inform them about school initiatives and updates.

The principal advises there has been substantial staff change in both leadership and classroom teaching personnel over the past 18 months. The newly formed leadership team understands the need to implement systematic systems and processes to guide the rebuilding of a positive culture for learning.

The 2022 SOS indicates that 68.2% of parents and 69.4% of staff agree with the statement, 'Student behaviour is well managed at this school'. In response to this data and other feedback from parents, the principal describes the review they undertook of the school's Positive Behaviour for Learning (PBL) school-wide approach to behaviour management. They found that the high turnover of teachers created inconsistencies in the understanding and application of PBL elements and there were low levels of student engagement with some PBL processes.

Leaders opted to further adapt PBL to incorporate a Positive Education School (PES) model informed by the research of Seligman<sup>3</sup>. PERMAH encompasses 5 main elements that Seligman premised as critical for long-term wellbeing: positive emotions, engagement, positive relationships, meaning, and accomplishments. This change is considered more holistic and is supported by an updated behaviour matrix and a rewritten Student Code of Conduct. Using the learning continuum of personal and social capability, weekly focus lessons are created and aligned to school expectations.

The use of Kiki the kookaburra coins contribute to the student reward scheme, replacing previous 'Gotchas' to allow for differing levels of recognition connected to positive learning attainment and behaviours. Students are able to articulate the levels of reward in addition to the processes classrooms use to address inappropriate student behaviours.

The PES committee consists of teacher and teacher aide representatives from across the school. During fortnightly meetings, members review a range of data sets including OneSchool behavioural data, reward coin tallies, and internal surveys to observe trends and impacts of current behaviour initiatives.

Many staff and parents articulate a level of positivity in relation to the newly established behavioural processes. Some staff highlight the need to work with leaders to develop further measures and actions to ensure orderly and productive learning environments for all classrooms. This is acknowledged by the members of the PES team and leaders.

A Student Learning and Wellbeing Framework 2023–2027 has been designed and documents the plans, processes and partnerships used to prepare students with the knowledge, skills and

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<sup>3</sup> Seligman, M. (2012). *Flourish: A visionary new understanding of happiness and wellbeing*. Atria Books.

confidence to participate effectively in the school community and beyond. Some of the listed initiatives are in the developing phase of implementation.

The creation and delivery of the Staff Wellbeing Framework is informed by the data gleaned from the online staff wellbeing needs assessment survey. Forty-nine staff members participated in the survey reflecting progress and needs within the 5 domains of the DoE framework. The data has been analysed by the staff wellbeing team and in partnership with the staff social club. A range of scheduled activities and information is under implementation to improve these results.

Numerous culturally safe practices, programs and support mechanisms are being developed and deployed to support the 124 Aboriginal students and Torres Strait Islander students and 14 South Sea Islander students. An Indigenous dance group is conducted weekly and provides opportunities for student check-ins and sharing of culture. The CEC role is considered instrumental in supporting First Nations and South Sea Islander students and families. A newly appointed CEC is about to commence work at the school. It is envisaged the CEC will work with the principal and leaders to strengthen cultural capabilities of all staff, and develop the school to be recognised as a culturally safe place for all Indigenous students.

Celebration of Learning days occur once per term where parents come and visit to observe learning activities in each classroom. The most recent of these events attracted over 200 parents to the school. More celebrations of this kind are scheduled to raise the levels of understanding for parents of classroom programs and provide opportunities for students to showcase their work.

Parents indicate they feel welcomed to the school. Most value the support and care provided by teachers, support staff and leaders. Students speak positively of their teachers and the opportunities provided for them to learn.

### Improvement strategies

**Embed the implementation of the PES processes to ensure teachers are supported to provide orderly and productive learning environments for all students.**

Systematically enact the student and staff frameworks to promote the wellbeing of students and staff, achieving positive outcomes for all.

### 3.4 Targeted use of school resources

#### Findings

The school is held in very high esteem within the community. Leaders work to optimise all aspects of resourcing to support students and enhance their learning. The school presents with large, attractive playing fields, gardens and grounds, buildings are well maintained, and many classrooms are set up as quality learning environments.

The principal has re-instated a school governance model to oversee the budget and ensure the resourcing of priority school initiatives is transparent and aligned to system priorities. The budget is regularly monitored by the Business Manager (BM) and principal. Budget adjustments are made and reviews conducted to maximise the application of the available funds. Additional and flexible staffing positions including a CEC, additional administrative classified officers and teacher positions are considered to enhance school operations and many are subsidised by discretionary funds. There is additional investment in termly release of cohort teaching teams for planning purposes. Some teachers articulate that they are yet to be fully aware of resource allocations in specialist areas.

Executive members of the P&C advise that their small but active group of parents supports school operations to enrich learning and benefit students. They make financial contributions by fundraising through student discos, grant applications and sports day catering. The P&C goal is to further improve facilities with additional outdoor seating and covered walkways.

The deputy principal – inclusion acknowledges that the Reasonable Adjustments Resourcing (RAR) allocation model is fully allocated. The principal has restructured staffing to optimise needs-based resourcing in flexible ways to benefit diverse learners at the school. Teachers and teacher aides employed with special education additional funding are locally known as Diverse Learner (DL) teachers or teacher aides. DL teachers co-teach and plan with class teachers. Additionally, the former special education building has been repurposed as a 'flexi-space'. It is refurbished and set up as a flexible learning space for up to 2 classes or groups of students for learning and wellbeing activities.

In response to external economic influences, leaders communicate they have an intent to replace the 'bring your own' iPad model to one that enables every student ready access to an iPad regardless of socio-economic circumstances. This will be supported by the purchase of additional iPad class sets for the use of all students in class time. Further budgetary considerations are provisioned to allow for digital technology professional learning and technical Orange Card support.

The principal advises Professional Development (PD) of all staff is aligned to school and system priorities. Key staff have recently undertaken PES, trauma-informed practice, and Sounds-Write training. Members of the teaching team indicate that emerging priorities are further PD in behaviour de-escalation, specific strategies for some diverse learners, and use of digital technologies.

Teachers express appreciation that sufficient funds are allocated to purchase classroom-based resources and stationery needs to enhance learning and teaching. Recent facilities improvements, including the front entrance, administration office and student picnic tables, are widely considered as bringing pride and benefits to the school community.

### Improvement strategy

Embed the current school governance model to align human and financial resources and PD to the AIP and provide transparency to support successful implementation of school priorities.

### 3.5 An expert teaching team

#### Findings

Leaders emphasise the importance of attaining and developing an effective teaching team to deliver the best educational outcomes for students. School-funded employment of an additional deputy principal position, DL teachers and other personnel provides opportunities to enhance the skills of the teaching team.

The current staff profile indicates that the majority of teachers are in the early years of their career. Leaders acknowledge the challenges and opportunities resulting from this mix of expertise, and developing capability of teachers is viewed as a future priority.

Those teachers in their first year of experience meet with a deputy principal on a regular basis to work through the modules of the Beginning Teacher suite of resources. This process supports teachers to move from graduate to proficient level using the Australian Institute of Teaching and School Leadership (AITSL) standards. Use of assigned beginning teacher mentors has been utilised during the support process. Teachers requiring additional differentiated assistance may have action plans designed and implemented to support their professional development. The levels of success resulting from these programs of supports varies between beginning teachers. Some teachers express a desire for additional and differentiated support in classroom management techniques.

Teachers articulate an appreciation for the professional support of their year-level colleagues. Staff indicate a willingness to share their knowledge and expertise with others to support improved learning outcomes for students. Where possible, leaders work to match suitable teaching team members based on skill strengths and areas for development. Non-Contact Time (NCT) provisions are aligned so year-level teachers may meet regularly to share practice and subject knowledge.

Opportunities for teachers to hone classroom management methodologies are provided through learning about Essential Skills for Classroom Management (ESCM). Some teachers have opted to participate in Classroom Profiling processes using trained Profilers from the local high school. It is anticipated that more teachers will undertake this process to provide a basis for professional growth and sharing.

Learning Walks and Talks (LWT) are conducted by groups of leaders each term. This process is new to the school and based predominantly related to viewing learning walls in classrooms and discussions with students using Sharratt's 5 Questions. Written feedback is provided promptly to visited teachers. Teachers communicate that some observations and feedback episodes occur sporadically for beginning teachers. Teachers express a desire for additional opportunities for feedback, including Watching Others Work (WOW) and having teachers model instructional practices.

Annual Performance Development Plan (APDP) processes are established for all staff. Plans, aligned to the school's improvement agenda and priorities, are designed at the beginning of the year with check-ins on progress discussed throughout the year with leaders. There is a documented professional learning schedule. It maps elements of the AIP and EIA to weeks in each term. These include data and planning meetings, Profiling, celebrations of learning, moderation, LWTs and CASW.

Leaders are in the process of revitalising professional connections with other schools in the cluster. They say they are envisaging initial work done in moderation activities will provide a broader

platform for future collaboration across schools with teachers. The principal is establishing principal-principal mentoring relationships with other local school leaders.

### Improvement strategies

**Broaden current collegial engagement processes from LWTs to provide additional opportunities for systematic constructive feedback on classroom instruction practices.**

Provide additional and differentiated support for teachers in their early career stages to strengthen the development of effective classroom management techniques and practices.



### 3.6 Systematic curriculum delivery

#### Findings

The HOD-C describes the extensive work over time to develop a cohesive, whole-school curriculum plan. This plan comprehensively describes how teachers are expected to plan for, teach, assess and report on the AC.

The plan is clearly aligned to the requirements of the P-12 curriculum, assessment and reporting framework (P-12 CARF) and draws on the Curriculum into the Classroom (C2C) resource, adapting C2C to inform content and design of units and assessment tasks. Marking guides for learning areas/subjects are taken directly from the C2C resource. The HOD-C has attended Queensland Curriculum and Assessment Authority (QCAA) training and regularly accesses the system's Curriculum Gateway resource. They will use the latter part of the current year to prepare English and mathematics learning area plans in preparation for implementation of the AC Version 9 (AC V9).

The Whole-School Curriculum, Pedagogy, Assessment and Reporting Framework 2023 has associated documentation comprehensively incorporating 3 levels of planning. Included are the assessment and data collection schedule for every year level in every learning area and a reporting plan. There are details of the expected pedagogies and differentiation approaches for use by teachers. Whole-school and year and/or band planning with quality-assured summative assessments are completed by the HOD-C and shared with teachers.

Formal academic reports are issued twice annually and formal parent teacher interviews are conducted each semester. Teachers say they meet more informally with parents on a needs basis. The HOD-C advises they are exploring more effective ways to share the curriculum plan with parents and families beyond Facebook, newsletters or Celebration of Learning days. This may include creating term overviews incorporated into class newsletters and the website.

Since the previous review, the HOD-C advises they have redesigned curriculum documentation to make explicit that teachers are to address the general capabilities and cross-curriculum priorities. This includes highlighting relevant dimensions in unit plans for teachers to incorporate into the teaching and learning sequence. The HOD-C recognises there are opportunities to further integrate structured literacy practices and approaches in the reading program with those that support the general capability of literacy within learning areas.

The HOD-C explains the selection of more interest-appropriate texts/content is supporting locally relevant curriculum. Co-design of contextualised units, including aligned school-designed assessment tasks and marking guides, to increase student engagement and learning outcomes is an emerging practice.

Teachers express appreciation that they are released for termly half-day planning sessions to work with the HOD-C in year-level cohorts to plan units for the following term, starting with English. They collaboratively complete a comprehensive unit plan template. A number of teachers communicate they recognise that the template allows them to gain a shared understanding of alignment between the intent of the learning area/subject, aspects of the achievement standards, and differentiation required for all students.

During the termly meetings, teachers collaboratively review the conditions and aspects of the achievement standards for summative assessments. They highlight literacy demands and delineate what students need to know and be able to do. This forms the content for their learning wall displays in their classrooms. Finally, teachers review existing notes/write their own chosen

differentiation strategies, pedagogical approaches, required resources and indicate when the check-in points for assessment/moderation and feedback will be. The HOD-C describes how they map the timing of these check-ins points to efficiently coordinate follow-up meetings. Teachers say they work in their own time to undertake planning for other learning areas/subjects using the same template and process. All completed units are expected to be uploaded to G drive.

Many teachers, including specialist teachers, express appreciation for the extensive preparatory work undertaken by the HOD-C and their facilitation to guide them through this planning process. They express gratitude for the clarity of curriculum support and advice they receive from the HOD-C. Specialists say they are exploring opportunities to co-plan with other specialists within the cluster.

A number of teachers convey they have developed confidence to take a greater role in leading their year level cohort in curriculum planning using structures provided by the HOD-C. The HOD-C expresses an intent to distribute leadership responsibility, supporting teachers to deliver the AC, while retaining Quality Assurance (QA) oversight of unit documentation.

Assessment tasks and student folios are moderated for calibration and validation of teacher judgement. The principal has recently introduced CASW and DAP processes to enhance early junctures of internal moderation where teachers share effective pedagogies. Additionally, these processes provide oversight of effective curriculum enactment. A newly prepared room with a whole-school data wall is designed to hold these discussions. Additionally, the principal expresses an intent to use an agreed collegial engagement framework to further monitor curriculum implementation.

Leaders and teachers are active participants in the local cluster of schools. There is a longstanding arrangement where the HOD-C works with other schools in the cluster to facilitate shared external moderation processes and curriculum design discussions. They express a desire to collaborate with the other HOD-Cs to develop a cluster moderation policy that includes all junctures of moderation. The principal is actively supportive and is collaborating with other principals in the cluster as preparation for a regional external moderation initiative.

### Improvement strategies

**Implement distributed responsibility in curriculum planning, supporting teacher confidence to lead and implement the quality-assured curriculum plan.**

Further develop locally relevant curriculum and co-planning of contextualised units to increase student engagement and lift achievement.

### 3.7 Differentiated teaching and learning

#### Findings

Leaders and staff express a common belief that all students are able to learn and realise their potential with time and support. The principal explains they place a high priority on ensuring that the needs of individual students are addressed. 'Knowing your students' and early intervention are key for improving student learning and wellbeing outcomes.

The Behaviour Academic Social Attendance (BASA) team, made up of specialist staff and led by the deputy principal, collaborate to support the holistic needs of identified students. Parents are considered as integral partners in this process. The team meets regularly to discuss new student referrals, review identified students and record this in BASA minutes. The team determines targeted interventions, including identifying students who may require Individual Curriculum Plans (ICP) and/or Individual Behaviour Support Plans (IBSPs). The team is able to provide teachers with advice and strategies and/or access allied health professionals for help. Some teachers mention a further need for improved response times and feedback to guide their understanding of how resources may be deployed.

BASA co-opts external agencies to provide wraparound support for families. An external agency request form has been developed by the guidance officer to expedite cooperation between the school and external specialists.

Analysis of a suite of available student data is used by teachers for starting points in their lessons. They monitor progress and make adjustments as required. Staff comment on the increasingly diverse range of needs of students in their classrooms, some of which are highly complex. They are appreciative that the principal is seeking to provide additional allocations of support. Some staff express a desire to view further increases of assistance in classrooms, particularly in larger classes.

A 'flying squad' process is introduced this year to facilitate the whole-school reading program that is informed by the Science of Reading. A team of trained teacher aides and other specialist staff work with class teachers from one year level at a time to deliver the reading program to small like-groups of students. Staff comment that the program operates well when there is the full complement of staff, and look forward to measuring the impact of this and other literacy initiatives to inform future resourcing.

Recently the deputy principal participated in a regional NCCD moderation and advises their submissions of Personalised Learning Records (PLR) for students with a disability were validated and identified as exemplars in the region. Currently 24% of students are recorded as requiring support and learning adjustments under NCCD. The deputy principal advises that there is an additional 13% of students who require a PLR.

At the time of the review, the guidance officer and a DL teacher have a high level of expertise in recording PLRs to support student access, participation and progress through the curriculum. Leaders recognise further capability building is required to enhance skills and knowledge with teachers to create and implement PLRs as a whole-school approach to differentiated teaching and learning.

Tomlinson's Maker Model is utilised in the differentiation placemat at the unit planning level. The deputy principal expresses recognition that current knowledge, understanding and consistency of its application remains varied. Leaders have initiated a trial involving DL teachers and teacher aides co-planning and co-teaching with class teachers and teacher aides in differentiated, focused

and intensive ways in one particular year level. They express an intent to scale this up to complement the whole-school approach to differentiated teaching and learning for every student to achieve to their potential, including First Nations students.

The newly appointed second deputy principal has inclusion as a key part of their leadership portfolio. Since transitioning all students into classes alongside their same-aged peers, some one-on-one support is still provided, in particular circumstances. Increased small-group intervention and across-class support for the full range of learning needs occurs. Various data sets and the DoE's Signposts for improvement – inclusive education tool are used to inform future steps. Further work to enhance the culture and understanding of staff to implement full inclusive education practices aligns with the AIP.

### Improvement strategies

**Further build capability of all teachers to create and implement strategies in PLRs for individual students to support their access, participation and progress through the curriculum.**

Scale up co-teaching to complement the whole-school approach to differentiated teaching and learning for every student to achieve to their potential.

## 3.8 Effective pedagogical practices

### Findings

The principal and other leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-informed teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

The Whole-School Curriculum, Pedagogy, Assessment and Reporting Plan 2023 identifies specific pedagogies for 2023 as, Explicit Instruction (EI), Age-appropriate pedagogy (AAP) and 8 Aboriginal Ways of Learning<sup>4</sup> (8Ways). EI is an established pedagogical approach. Leaders identify the implementation of this pedagogy varies due to changes in staffing. Most teachers indicate that EI is maintained as part of their teaching and learning repertoire. AAP is a preferred practice in early years classrooms, and leaders advise this is apparent in some unit planning documentation. Several classroom learning environments are noted by leaders as reflecting AAP practice.

The recently introduced 8Ways has been provided through whole-staff PD at the beginning of the year. Teachers are being provided with the opportunity to use this way of teaching to embed Aboriginal and Torres Strait Islander perspectives in their classrooms. Classroom planning across the school is yet to fully include elements of this new pedagogy.

Teachers meet to plan units to ensure full coverage of the AC with some physical and virtual resources made available to support the teaching. Teachers tailor these resources in varying ways to meet the needs of their students.

The most consistent strategy apparent in classrooms is learning walls in English. Teachers are encouraged to co-construct these displays with students to include work samples, anchor charts and colour-coded connections with marking guides and the assessment task. Students say that the wall helps them to know what they have to do and this helps them to improve their LOA.

Currently leaders conduct LWTs as a strategy to monitor implementation of learning walls. A number of other mechanisms are utilised by leaders to monitor staff and student wellbeing, student behaviour and instructional practices in classrooms. An agreed collegial engagement framework is yet to be developed to formally support the capability development of the teaching team.

Teachers and leaders acknowledge that classrooms are at varying stages of implementing the range of pedagogies to maximise student learning. The leadership team expresses a desire to collaboratively develop a suite of agreed school-wide pedagogical approaches to support the learning of all students, including First Nations, South Sea Islander and diverse learners at the school.

Teachers demonstrate they engage in reflective practice to identify ways to improve teaching and learning for students. They say they are looking forward to further professional engagement with teaching colleagues to broaden their pedagogical skills and knowledge.

### Improvement strategies

**Collaboratively develop a suite of agreed school-wide pedagogical approaches to support the learning of all students, including First Nations, South Sea Islander and diverse learners.**

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<sup>4</sup> NSW Department of Education. (2020). *8 Aboriginal Ways of Learning: Aboriginal Pedagogy*. 8 Ways. <https://www.8ways.online/>

Design and implement an agreed collegial engagement framework to formally support the capability development of the teaching team.

### 3.9 School-community partnerships

#### Findings

Local community members support and speak confidently of the school, recognising how the school is reaching out into the community to benefit students. Community leaders articulate their appreciation at being able to participate in milestone school events.

The P&C meets regularly and conducts regular fundraising to support resources within the school. The newly formed executive describes the growing number of attendees at meetings and as volunteers at fundraising events. They advise they have recently invested in resources for the school, and applications for grants are underway to assist with facility developments.

An updated Parent and Community Code of Conduct sets expectations for interactions between members of the school community. The 2023–2027 Parent and Community Engagement (PaCE) framework outlines how the school, parents and the broader community work together to provide quality education and equal opportunities for students. Parents are appreciative of the energies of classroom teachers and aides and their commitment to their child. The efforts leaders and staff make to keep parents informed of learning programs and student progress is valued.

A school-based playgroup delivers a program of play and learning for 2 hours each week for over 20 participating families. The program is based on elements of the Early Years Learning Framework (EYLF) and scaffolds children's entry into the Prep transition program. Leaders work to identify those families who would benefit from this level of support to reduce the vulnerability of young children and prepare them for the phases of learning ahead.

Stakeholders detail systematic practices that support the transition of students from Kindergartens and local ECEC centres. Frequent links between the school and local ECEC centres are characterised by visits of teachers and leaders to the centres to connect with and share information regarding future enrolling students. Children attending the adjoining ECEC centre regularly visit the school to access the library and participate in activities, such as Under 8's Day.

Leaders actively participate in the SREYN. This group links cluster schools, ECEC centres, community groups and external service providers who meet each term to discuss topics of mutual interest. Agenda items are varied, and participants speak positively of the professional relationships offered by this partnership to promote opportunities for younger learners prior to the commencement of formal schooling.

A renewed partnership with Indigenous family support service, Mudth-Niyleta Corporation, assists the school to co-design initiatives targeted to increase positive school engagement and outcomes for First Nations students. Dialogue in relation to needs between leaders and this partner led to families being supported to attain birth certificates, gaining greater access to Kindergarten services, and to home visits to help with improving attendance. In addition, the service provides key personnel at the school with information on student contexts and further connections to members of the Indigenous community.

There are highly valued partnerships with other local primary and secondary schools. Leaders say they value this relationship. The majority of Year 6 students enrol at the nearby secondary school. Their transition includes connecting meetings between Year 6 teachers, Year 7 teachers and leaders to share information regarding the needs of learners moving into the secondary setting. Some selected students connect earlier in Year 5 through participation in the Sarina High Erudite Program for academic excellence. Offered are half days each fortnight over 3 terms in focus areas

of sports, STEM and ancient history. Students with additional needs undertake extra transition days to help familiarise them with their new setting and for staff to get to know them.

Leaders make deliberate use of partnerships with families, local businesses and community organisations to improve learning and wellbeing outcomes for students. The principal has recently renewed links with various community groups and continued with numerous longstanding partnerships. The need to review and document processes relating to these partnerships to establish agreed goals is identified by leaders as a future requirement.

Chaplaincy services are provided 3 days a week through the support of the district chaplaincy committee. The chaplain delivers programs to classrooms in addition to one-to-one support for identified students.

### Improvement strategy

Review and document processes relating to partnerships to establish agreed goals aligned to improving student outcomes.