School Improvement Unit
Report

Milton State School

Contents

1. Introduction

1.1 Background

This report is a product of a review carried out at Milton State School from 25 to 27 July 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Bayswater Street, Milton
Education region:	Metropolitan Region
The school opened in:	1889
Year levels:	Prep to Year 6
Current school enrolment:	686
Indigenous enrolments:	0.9 per cent
Students with disability enrolments:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1166
Year principal appointed:	2006
Number of teachers:	53 (full-time equivalent)
Nearby schools:	Rainworth State School, Petrie Terrace State School, Ithaca Creek State School, Toowong State School, Bardon State school, Kelvin Grove State College, Brisbane State High School, Queensland Academy of Creative Industries, Queensland Academy of Science Mathematics and Technology
Significant community partnerships:	Queensland Academies Partnerships, City Cluster of Schools, Active School Travel Program, Sustainability committee, Apple, Microsoft, University of Queensland
Significant school programs:	Digital Literacies – BYOD, coding, programming, robotics, The Arts – five specialist teachers, Working Scientifically teachers, Student Success, Visible Learning

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

  - Principal, deputy principal, Head of Visible Learning, Head of eLearning, Head of Curriculum (HOC) and three coaches

  - 26 classroom teachers, teacher librarian, special program coordinator, guidance officer, eight specialist teachers and an internal relief teacher

  - Business Services Manager (BSM), an administration officer, a schools officer and 11 teacher aides

  - Six student leaders and 18 students

  - Milton Outside School Hours Care (MOSHC) and Indigenous Elder

  - School Advisory Council chair, Parents and Citizens' Association (P&C) president, Local Councillor, State Member and 15 parents

  - Two local high school representatives, one City Cluster primary school representative

1.4 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Brad Clark	Peer reviewer, SIU
Tom Robertson	External reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.

2. Executive summary

2.1 Key findings

- The school is characterised by a positive, environment with a strong community ethos.

  All involved with the school comment upon the calm and friendly environment that envelops the school and express great pride in the school, its efforts and achievements. Staff members and students display a positive approach to all facets of the school and the staff members address the diverse developmental and learning needs of the student body.

- The school provides a range of in-school and extracurricular programs to support, engage and extend student learning.

  Students are able to access the High Achievers Program and participate in the Mini Festivals Program conducted within the City Cluster. The school is a partner with the three Queensland Academies and students have access to the Young Scholars Program. A wide range of extracurricular programs is offered including an Artist in Residence, music, media, drama, robotics and coding.

- School leaders are driving a broad improvement agenda

  School leaders are driving a broad improvement agenda for the school in number and problem solving in mathematics, writing, reading and spelling refinement, digital pedagogies, curriculum teaching and learning and embedding learning targets and a feedback cycle. A particular focus in 2016 is on mathematics and writing.

- Teachers identify that they are at different stages of data literacy.

  Data is used to identify starting points for teaching, skill gaps and misunderstandings and monitor student learning. Some teachers use data to reflect on the effectiveness of their teaching. Data literacy of teachers is yet to be systematically embedded.

- The Head of Visible Learning coordinates coaching programs across the school.

  Coaching is primarily delivered through appointed classroom teachers. This emergent program operates on a five week cycle with staff members engaging at various entry points. The principal undertakes walkthroughs on an informal basis.

- A degree of alignment exists between Professional Development Plans (PDP) and the identified direction and focus of the school.

  It is apparent that school efforts are directed towards the stated goals of the School Improvement Agenda (SIA). Opportunities exist to develop a deeper and sharper focus to gain stronger alignment and building of workforce capacity.

- A dedicated and professional staff is committed to delivering positive outcomes for all students.

Teamwork is apparent across the school and all year levels have a strong collegial working relationship. Staff members and students display a positive approach to all facets of the school and staff members address the learning and diverse developmental needs of the student body. The professional and dedicated staff members demonstrate the belief that every student is capable of successful learning.

2.2 Key improvement strategies

- Precisely define the Explicit Improvement Agenda (EIA), communicate to all stakeholders and monitor the effectiveness of the agreed, consistent teaching practices.

- Provide differentiated Professional Development (PD) in data literacy for teachers to inform starting points, adjustments to teaching and reflect on the effectiveness of teaching practices.

- Develop and implement a formal observation and feedback cycle for all staff members, led by the school leadership team.

- Identify and consolidate key themes of the improvement agenda to drive PD.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

School leaders are driving a broad improvement agenda in number and problem solving in mathematics, writing, reading and spelling refinement, digital pedagogies, curriculum teaching and learning and embedding learning targets and a feedback cycle. A particular focus in 2016 is on mathematics and writing.

The 2016 EIA is communicated to the School Advisory Council, parents and staff members in staff meetings, on the school website and in the newsletter. Most staff members know the focus on the mathematics and writing agenda with some identifying several areas.

There are documented and explicit targets for improvement in student achievement levels that have been communicated to staff members. A school-developed 'Charter' document articulates shared beliefs, philosophy and staff expectations.

School leaders and staff members are committed to improving learning outcomes for every student in the school.

The school monitors current and longitudinal school-wide data to understand student achievement levels and monitor learning growth over time. Students with Disabilities (SWD), students with English as an additional language and students with significant additional learning needs are a particular focus.

School leaders have high expectations for student attendance, learning engagement, behaviour and achievement. This is communicated in newsletters and on assemblies. The school attendance levels, disciplinary absence data and academic achievement reflect the high expectations for students.

Teachers are committed to improving the quality of their teaching through negotiated coaching. Teachers discuss the learning needs of students through conversations with school leaders, year level data reviews and case management conversations which include joint problem solving. Timely adjustments are then made to teaching practices.

Roles and responsibilities statements are published for key members of the leadership team.

The school has a designated student success coach who prioritises the support and maintenance of student wellbeing and resilience to improve student learning and wellbeing. The coach provides intensive behaviour support for students in Years 4 to 6.

High-yield whole-school processes for consistent, research-based teaching practices across the school are published. The school works closely with experts in the fields of the inquiry teaching model and the effective utilisation of individual student learning targets and feedback.

Teachers speak positively about the ongoing opportunities to work with external experts and coaches to improve their teaching practice. School leaders identify the challenge of maintaining consistency of agreed practice over this school year with the addition of newly appointed teachers to the teaching staff.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Precisely define the EIA, communicate to all stakeholders and monitor the effectiveness of the agreed, consistent teaching practices.

Ensure newly appointed teachers are supported and scaffolded to comprehensively understand the school-wide charter of expectations.

3.2 Analysis and discussion of data

Findings

The school prioritises the school-wide analysis and discussion of systematically collected data on student behaviour, attendance and academic achievement.

There is a documented assessment schedule that clearly identifies the cycle of formative, summative, standardised and inquiry based assessments to be undertaken. In 2016 the school introduced PAT testing to provide a measure of long-term growth in student achievement and diagnostic information to inform teacher adjustments to class planning.

School leaders monitor school-wide literacy and numeracy data sets. Staff members engage in evidence conversations with school leaders twice a year to reflect on and refine practice and monitor class and student progress.

Teaching staff members in year level teams participate in case management discussions on a fortnightly basis. This provides opportunity for the analysis of student progress and joint problem solving and sharing of strategies and approaches. The school is developing more sophisticated approaches to the use of virtual data walls for tracking student progress.

The mathematics, writing and reading coaches support individual teachers with data analysis, interpretation and planning.

Teachers identify that they are at different stages of data literacy relative to their level of teaching experience. Data is utilised to identify starting points for teaching, skill gaps and misunderstandings and to monitor student learning. Some teachers utilise data to reflect on the effectiveness of their teaching. Data literacy of teachers is yet to be systematically embedded.

Data is shared with the SAC to inform the strategic direction of the school. School-wide performance data is shared with parents and the community via school-based communication strategies.

The school has undertaken comprehensive data collection to receive input and feedback from staff members, parents and students to identify stakeholder perceptions. A return rate in excess of 44 per cent provides confidence and transparency in informing future school-wide programs and actions.

The school utilises data for ongoing reflection and evaluation of current programs and processes to inform decisions, interventions and initiatives across the school.

The 2015 National Assessment Program – Literacy and Numeracy (NAPLAN) findings regarding school performance in the Upper Two Bands (U2B) identifies Year 3 numeracy as similar to Similar Queensland State Schools (SQSS) with writing below SQSS. Year 5 U2B results for the priority areas of numeracy and writing are below SQSS.

The Year 3 and Year 5 Mean Scale Scores (MSS) for numeracy and writing are similar to SQSS. The MSS percentile rank in 2015 is significantly below the ICSEA percentile. School performance relating to National Minimum Standard (NMS) is above Queensland State Schools (QSS) in Year 3 and Year 5 for all strands.

The Year 3 to Year 5 school performance relative gain from 2013 to 2015 identifies numeracy and writing as similar to SQSS.

Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, OneSchool, school data plan, staff, student, parent and leadership team interviews.

Improvement Strategies

Provide differentiated PD in data literacy for teachers to inform starting points, adjustments to teaching and reflect on the effectiveness of teaching practices.

Continue the development of the virtual data walls and their utilisation in teacher conversations and monitoring student progress.

3.3 A culture that promotes learning

Findings

The school presents a welcoming and ordered environment. The main building testifies to the 127 year history of the school in the local community. Other school buildings reflect a range of styles and designs commensurate with the school's development. The limited school footprint requires the school to utilise an adjacent Brisbane City Council public space as its oval and playground.

All involved with the school comment upon the calm and friendly environment that envelops the school and express great pride in the school, its efforts and achievements. Staff members and students display a positive approach to all facets of the school and staff members address the diverse developmental and learning needs of the student body.

The school promotes and maintains high expectations for students' learning and behaviour. The professional and dedicated staff members believe that every student is capable of successful learning. The school program provides opportunities for students to access a wide array of extracurricular and in-school activities designed to promote further learning, the development of talents and skills and approaches to inquiry.

The school views parents, families and community members as important partners in the life of the school. Parents play an active role in the school and are directly involved in their child's education.

Parent class representatives contribute to communication and the interface with the community. Parents are invited to parent teacher conferencing at key reporting junctures at the end of Term 1 and Term 3, and have the opportunity to further interface with the school at the end of each semester.

Parents and community members hold the school, its leadership team and staff members in high esteem. An active P&C supports the school and provides considerable financial support. The P&C operates an Outside School Hours Care (OSHC) facility, along with the school tuckshop and uniform shop. The School Advisory Council meets on a term by term basis and assists in setting the strategic direction of the school given its Independent Public School (IPS) status.

The school values positive and caring relationships between staff members, students and parents. Student leaders and a broad range of students speak about the caring and safe environment, the opportunities for extracurricular activities and specific school programs. Interactions are positive and supportive and respectful relationships between staff members and students are a hallmark of the school.

Staff members display a professional approach to all aspects of teaching and learning and are actively engaged in PD activities through a schedule of events developed on a term by term basis. Regular year level meetings support cooperative planning and the sharing of ideas and strategies. Year level structures and the established year level

coordinator process contribute to staff members being supportive of each other across a wide range of professional activities.

The school has clear expectations for how students should behave and interact with each other and these expectations are endorsed by families at the school. Expectations for appropriate classroom behaviours are clearly articulated and the school rules 'Be Safe, Be Respectful and Be Responsible' are prominently displayed at locations across the school campus. The playground ranger and buddy system operates and a student council comprised of student representatives from Years 3 to 6 functions in the school.

The school is developing its approach to student wellbeing through the Growth Mindset and Bounce Back materials. The school's Tree of Success and Positivity, Relationships, Outcomes, Strengths, Purpose, Engagement and Resilience (PROSPER) further support student welfare and develop social skills. The small number of Aboriginal and Torres Strait Islander students are supported through established school resources, Solid Pathways, an online support package, and an Indigenous Elder staff member.

A student success coach supports students whose behaviour and school progress require monitoring. Intervention is undertaken as required and students can access support programs. Students with specific needs are supported through the Special Education Program (SEP). Staff members are aware of the aspirational nature of the school community and the concomitant professional expectations required of them.

The school seeks to improve student performance through goals negotiated with students which encourage them to focus on their learning and to aim for improvement.

The school has embraced technology through its recently introduced Bring Your Own Device (BYOD) program which is gaining momentum across the school.

The 2015 School Opinion Survey (SOS) reflects strong support for the school from the community, students and staff members. It is statistically above Like Schools and State primary school satisfaction rates. This is further reinforced by the results of school generated surveys sent to parents. It is apparent that the community places great value and trust in the school and its staff members. The students value the environment in which the school operates.

At the time of the report the school attendance rate stood at 98 per cent attending for greater than 85 per cent of the school year.

The school reports that no student disciplinary absences have been recorded since 2008.

Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, budget overview, school website, school newsletters, School Opinion Survey, staff, student, parent and leadership team interviews.

Improvement Strategies

Actively monitor and continue to maintain core school values and philosophy to ensure the resilience of these principles with the movement of personnel, enrolment shifts and community change.

3.4 Targeted use of school resources

Findings

The school has prioritised the use of school funds to align with the SIA, to support coaching and professional learning and to enhance student learning opportunities.

Teachers report the implementation of the BYOD laptop/iPad program is well resourced with technical and professional support. A methodical and sequential process of implementation is apparent with high levels of satisfaction with hardware reliability, functionality and effectiveness as a teaching tool being expressed.

The school employs a range of specialists including teachers for the visual arts, working scientifically, dance, media and drama to provide students with a broad range of quality learning experiences. These lessons which provide students with a range of extracurricular activities are utilised to maximise teacher planning, collaboration and learning times.

A student success coach is employed to proactively address the social and emotional needs of students in Years 4 to 6. The student success coach has an informal coaching role with teachers and when required undertakes intensive behavioural support.

Flexible approaches for students requiring additional or specialist support are apparent through the deployment of an intervention teacher and the engagement of trained teacher aides.

The school demonstrates flexibility in timetabling to facilitate teacher release for planning, review of data and moderation of student levels of achievement.

A well-established relationship with the Brisbane City Council exists, enabling daily access to the adjacent park which is an important learning and play space for the students. This public space provides the school with an oval and major play area.

The school has an extremely limited footprint and makes efficient use of all physical space with many areas serving multiple functions, such as the afterschool care room being used as a drama classroom. Several flood events over recent years have impacted on staff and student wellbeing, access to classrooms and loss of teacher resources. Parents and staff members report the need for a facilities response to ensure ongoing quality classroom access and teaching.

The school maximises the expertise of several coaches to differentiate professional learning pathways directly aligned to the school's EIA.

At the time of the review the balance of the school's bank account was $189 343. The 2016 Investing for Success (I4S) funds of $199 110 are utilised for the Head of Visible Learning position, external consultants to develop teacher capability and additional teacher aide time to support intervention and enrichment.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school website, school newsletters, OneSchool, staff, student, parent and leadership team interviews.

Improvement Strategies

Monitor the impact of human and financial resource allocation in priority areas to determine the effect on student outcomes.

3.5 An expert teaching team

Findings

It is apparent that the leadership team believes an expert teaching team is central to improving student outcomes. The principal has taken significant steps to develop an administrative structure to support the aims and aspirations of the school.

Over the past decade the school has experienced growth in its enrolments and this has meant a commensurate growth in staff. The school places a priority on attracting, recruiting and developing a professionally focused workforce who can embrace the ethos and philosophy of the school.

All staff members have a professional learning plan in place. These are aligned with school priorities and managed by a designated member of the administrative team. The school places a priority on PD and supports this through considered budget allocations. Regular scheduled PD and access to expertise in a nominated field are strategies used to foster professional and collegial conversations. Other avenues include conversations through year level arrangements and strategic advisory groups. These elements focus on the SIA and the enhancement of learning outcomes.

A number of teachers in the school have expertise in specific fields and are encouraged to share this expertise across the school. The school ethos encourages staff members to expand their subject knowledge and learn how to improve on their current teaching practices. Staff members share their expertise across the City Cluster, in moderation sessions across cluster schools and through workshop sessions at the Cluster conference.

The school has invested in the support and development of teachers through the development of roles for the Head of Visible Learning and Head of eLearning. Coaches in the areas of numeracy, reading, writing and eLearning are also appointed.

A HOC supports a culture of continuous improvement across the school. The guidance officer acts as a critical friend on the visible learning team.

The school creates opportunities through timetable allocations to enable teachers to Watch Others Work (WOW), to work together and to learn from each other's practices. Case management discussions are held on a fortnightly basis at each year level. These conversations provide for the identification of issues and for the sharing of strategies and approaches.

Digital technologies are embraced through the BYOD program which sees a combination of tablet and laptop classes operating across the school. Staff members are supported to further expand their repertoire in this area. Resources are being developed and shared across the school's intranet in an ongoing process.

The school ensures its programs and initiatives are grounded in contemporary research. It was a pilot school for the Department of Education and Training (DET) Age Appropriate

Pedagogies Project and a PhD candidate currently engages with the staff members regarding formative assessment, learning targets and feedback. Key school initiatives are referenced to contemporary studies and research.

Staff members comment that they experience support and professional scope to explore approaches and strategies to enhance pedagogy and contribute to the work of the school.

School leaders provide professional oversight through the monitoring of outcomes and the various structures that operate as part of the school's processes. Evidence conversations are conducted by school leaders with every teacher each semester. The school continues to develop its array and analysis of data to support teacher planning and approaches and is working with other schools to identify approaches and models for effective and real-time data display.

There is some alignment between teachers' PDP and the identified direction and focus of the school. It is apparent that school efforts are directed towards the stated goals.

An induction program including mentoring arrangements is in place to support teachers appointed to the school. Opportunities are taken to contribute to staff welfare and the building of spirit and camaraderie.

Walkthroughs are undertaken. The schedule is flexible, school-wide and the process is intended to be informative and supportive for staff members.

Students indicate they believe their teachers are caring and supportive. They place great value on the positive and supportive relationships they form with their teachers.

Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, performance development plans, staff and leadership team interviews.

Improvement Strategies

Identify and consolidate key themes of the improvement agenda to drive PD.

Embed a deeper understanding and application of school-wide, high-yield teaching strategies.

3.6 Systematic curriculum delivery

Findings

There is a comprehensive school-based curriculum plan developed for each year level. The plan is drawn from the Australian Curriculum (AC) and is responsive to the local context. This document was developed in collaboration with the school leadership team and year level teams.

Curriculum into the Classroom (C2C) is utilised as a supporting resource for lesson plans, resources and assessment. The school has shifted from C2C curriculum implementation to a model based on an inquiry based model of learning.

The school engages in regular and ongoing cluster moderation with local schools across all year levels. Vertical moderation of work occurs within the school occurs.

Year level teams meet frequently to develop, refine and reflect on curriculum and assessment tasks with strong year level consistency valued by all year levels. Teamwork is acknowledged and all year levels have a strong collegial working relationship.

Units of work reflect the intent of the school-based document, the Teaching and Learning Framework, with pre-assessments, check-ins and post assessment integral to all units.

Vertical alignment of curriculum is given consideration with year level coordinators collaboratively planning units of work in English. The established strategic advisory groups monitor the vertical alignment of curriculum. They explore projects and avenues for alignment and develop consistent resources and approaches.

Consideration is given to extending higher performing students in everyday learning experiences including the use of digital technologies, tiered tasks and compacted learning. A recent focus on using pre-assessment tasks to identity the required learning for students in upcoming units of work is apparent.

School leaders have developed and published a framework supported by explicit models for all aspects of SIA. These frameworks are interconnected and collectively articulate the school's approach to curriculum.

Assessment processes are aligned with the curriculum to establish student learning goals and learning pathways. The school has a deliberate focus on a rich student-centred curriculum which provides a comprehensive range of in-school and extracurricular learning activities.

There is regular communication between the class teacher and parents with term newsletters and weekly email updates regarding the classroom learning program.

Reporting to parents is shaped in response to community expectations. School reports are issued at the end of each semester. Opportunity exists for parents to interface with the school at parent teacher conferences in Term 1, with student led conferencing being

a feature of the Term 3 reporting cycle. The school has shaped its report as a report to the student detailing their individual learning progress.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, differentiation planner, performance development plans, school website, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Consolidate and further embed the school's curriculum approaches and strategies.

Consider a review mechanism to ensure the school curriculum remains relevant and aligned to local needs.

3.7 Differentiated teaching and learning

Findings

The school places a high priority on classroom teachers identifying and addressing the learning needs of the full range of students in their class. The position of Head of Visible Learning has been developed in the school leadership team to drive this agenda.

Teachers are encouraged and supported to closely monitor individual student performance and tailor classroom activities to the varying levels of readiness and need. Teachers use the personalisation planner and differentiation cone to identify broad student learning needs and appropriate teaching strategies.

Staff members believe that although individual students are at varying stages and rates of learning they are capable of learning success. High expectations across the school for student learning growth exist. Year level teams actively problem solve through the case management process to ensure students are progressing and strategies are discussed and shared.

The systematic collection, analysis and use of student data inform teacher adjustments to planning, group formation and appropriate support. Data literacy skills vary across the teaching staff.

There is a focus on ensuring that high achieving students are engaged, challenged and extended. Interviews confirm that students at the school have high aspirations for their future goals and expect the school to provide a broad range of experiences. Mini Festivals are available through the City Cluster for students in Year 3 and Year 4 for extension. Year 5 and Year 6 students can participate in the High Achievers program in partnership with Kelvin Grove State College. The Young Scholars program operates for Year 5 and Year 6 students in partnership with the Queensland Academies.

Opportunities exist for all students to work with specialist teachers in each of the Arts strands and Working Scientifically sessions. Through the City Cluster the school has access to Gifted Education Mentors (GEM).

SWD and those with significant additional learning needs work on Individual Curriculum Plans (ICP) or Individual Support Plans (ISP) developed in consultation with class teachers and parents. There is currently one student on an ICP working well above their age cohort. Exploring the use of ICP for high achieving students is identified as an area of development.

Specialist teachers and trained teacher aides support a range of intervention and support programs across the school.

The school prioritises the development and review of individual learning targets and feedback processes for all students to guide their learning. In response to parent feedback, the school offers parents four face to face interviews each year including a student led conference in Term 3.

Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, differentiation planner, OneSchool, staff, student, parent and leadership team interviews.

Improvement Strategies

Progress the development of ICP in consultation with families for students working significantly above age cohort.

3.8 Effective pedagogical practices

Findings

A clear expectation is established by the school leadership team regarding effective teaching strategies throughout the school.

The leadership team and staff members demonstrate a highly professional approach to the continuous improvement in teaching practices across the school. Coaching, mentoring and professional conversations to enhance pedagogical practices occur and are highly valued by teaching staff members.

The Head of Visible Learning coordinates a coaching program across the school which is primarily delivered through appointed classroom teachers. This emergent program operates on a five week cycle with staff members engaging at various entry points. The principal undertakes walkthroughs on an informal basis.

A coaching culture is developing across the school with teachers viewing their own PD as a key part of their role. Teachers hold a collective view that no one works alone or in isolation.

The school developed Curriculum Teaching and Learning Frameworks provide direction and structure for a consistent pedagogical approach across the school.

Teaching staff members report that they feel well supported and are afforded professional respect and allowed a degree of scope in their professional classroom practice.

The school pedagogy draws on a range of contemporary research including approaches developed by Hattie and Timperley[1], which are expanded upon by a PhD candidate working with staff members. Lane Clark 's[2] Thinking-Based Literacy Workshop presentation informs the school's approaches to the teaching of literacy. Other research-based strategies and methodologies are used in delivering outcomes for students.

Opportunities exist for the professional growth of staff members through a range of resources and activities. Staff members are encouraged to take ownership of their learning pathway, aligned to their PDP and the SIA.

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[1] Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, *77*(1), 81-112.

[2] Clark, L. (2009). *Where thinking and learning meet*. Cheltenham, Victoria: Hawker Brownlow Education.

There is collective ownership of student outcomes with the visible learning team overseeing the progress of all students.

Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, differentiation planner, staff, student and leadership team interviews

Improvement Strategies

Develop and implement a formal observation and feedback cycle for all staff members, led by the school leadership team.

3.9 School-community partnerships

Findings

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, other education institutions, local businesses and community organisations.

Members of the community, parents, staff members and students show enormous pride in the school. Parents indicate they are extremely happy with the education their child receives at the school.

The local businesses and key community members speak positively of the school's status within the local community. The annual Fair on the Green provides an opportunity for the school community to come together in an event supported by student entertainment and broad community participation.

Through arrangements with the Brisbane City Council the school gains access to public space, which it utilises as its playground and oval. School access is gained through a permit system renewed every year. The school is a member of Active School Travel and has a strong sustainability agenda.

The school is an active member and plays a leadership role in the City Cluster of schools. This cluster undertakes a range of collegial and cooperative activities as staff members access programs and events within the local area. Links are established with partner State High Schools, particularly Kelvin Grove State College and Indooroopilly State High School. Shared work is undertaken to facilitate the transition of students to the high school setting. Students in Years 4 to 6 are able to access the High Achievers Program at Kelvin Grove State College and students in other year levels participate in the Mini Festivals program conducted within the City Cluster.

The school is a partner with the three Queensland Academies and students have access to the Young Scholars program which enables identified students to access face to face sessions and undertake online programs under the auspices of the academies.

In-school and extracurricular programs are well regarded features of the school and are accessed by students. An Artist in Residence provides specialist tuition whilst music, drama, robotics and coding are available to students.

Strong relationships have been established with local kindergarten and day care providers regarding the transitioning of students to the Prep year. The school has linked with key local providers through visitation, information sessions, printed material and collegial conversations to develop stronger processes for the transition to Prep.

Partnerships with parents are strengthened though various school events and celebrations which are held regularly. A class representative arrangement promotes positive parental connections with the school and staff members report significant levels of contact with parents through email and conversations.

Local businesses are strong supporters of the school through donations, materials and expertise. The school is a member of the local Chamber of Commerce. The Local Councillor and the State Member comment on the significant presence of the school in the local community, its reputation and the spirit which prevails.

The school has enhanced communication protocols and practices including an electronic newsletter which is sent to subscribers on a weekly basis, the school website, an electronic notice board and a Facebook presence which is reported to be a successful medium for communication with the wider community.

The school's partnerships are successfully implemented and resourced. It is apparent that they are adding value to the schooling experience and student outcomes and to the community.

Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, School Data Profile, Headline Indicators, school website, school newsletters, staff, student, parent, community and leadership team interviews.

Improvement Strategies

Implement review processes to monitor current and future partnerships to ensure they maintain relevance and contribute positively to enhancing student learning.

4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.

- School to meet with Assistant Regional Director to discuss review findings and improvement strategies.