

Wonga Beach State School

School Review Report



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Wonga Beach State School** from **1 to 2 August 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

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

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Elizabeth Salmoni	Peer reviewer



1.2 School context

Location:	Snapper Island Drive, Wonga Beach
Education region:	Far North Queensland Region
Year opened:	1939 as Rocky Point State School moved to Wonga Beach 1999 became Wonga Beach State School
Year levels:	Prep to Year 6
Enrolment:	90
Indigenous enrolment percentage:	23 per cent
Students with disability enrolment percentage:	1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	988
Year principal appointed:	2015
Full-time equivalent staff:	5.68
Significant partner schools:	Mossman State High School
Significant community partnerships:	The Wetlands Project, Wonga Rural Fire Brigade, Mossman Library, Ron the Birdman, Tangaroa Blue, Almac Group, Cassowary Care, Habitat, Douglas Shire Council, Green Army, Jabalbina Aboriginal Corporation, Great Barrier Reef Marine Park Authority (GBRMPA) – Reef Guardian School, James Cook University (JCU) scientists
Significant school programs:	Wetlands, Reading Club, Community Garden, Birdwatching, lunchtime Robotics, Dance Club, afternoon athletics training



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Business Manager (BM) – small schools, six classroom teachers, four teacher aides, Parents and Citizens' Association (P&C) president, secretary and treasurer, 15 parents, two grandparents, carer, 19 students and student leaders.

Partner schools and other educational providers:

- Deputy Principal of Mossman State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Curriculum and assessment plan	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation planner/placemat
School pedagogical framework	Professional development plans
School Opinion Survey	School newsletters and website
Responsible Behaviour Plan	Teaching and learning guidelines handbook
Headline Indicators (Semester 1, 2017 release)	School assessment schedule and data plan



2. Executive summary

2.1 Key findings

The school is driven by the belief that every child matters every day and that every child can be a high achiever.

All staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build respectful relationships across the school community. Staff members have formal and informal discussions with parents regarding their child's progress and classroom activities.

Parent and community engagement in the school is recognised by all staff members as integral to school improvement.

Students are provided with opportunities to become involved in a range of extracurricular activities including the garden group, birdwatching, reading club, robotics, homework assistance, afternoon athletics and dance. Teachers, volunteers, parents, grandparents and teacher aides provide expertise and support for individual students and groups in their own time.

The leadership team and staff members are committed to the improvement of learning outcomes for all students in the school.

The leadership team has established and is driving a broad Explicit Improvement Agenda (EIA) of increasing teacher capability, improving student numeracy results through focused problem solving strategies, expanding vocabulary exposure to improve student writing and improving student reading results through focused work on inferential questioning. School performance data and individual student data are analysed and the school is aware of the trends in student achievement that inform the EIA.

The leadership team articulates the importance of reliable and timely student data as essential to improvement for student learning.

The ability of teachers to understand class data, and respond to the implications for differentiation, is developing across the school. The leadership team identifies the need to continue to develop teacher data literacy skills to build a data culture to reflect on the effectiveness of teaching and school-wide practices.

Assessment of learning is drawn from Curriculum into the Classroom (C2C) summative assessment tasks.

Assessment processes align to Guide to Making Judgments (GTMJ). Formal moderation of English occurs between teachers at a school level. The school participates in cluster moderation of student assessment tasks in writing. Further opportunities to moderate student work for all learning areas to ensure consistency of teacher judgement against the achievement standards of the Australia Curriculum (AC) are yet to occur.



The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, and a range of community groups.

Some staff members acknowledge the need to continue to involve parents and community members in the school to build communication, partnerships, collaboration, decision making, and participation to improve student learning outcomes.

Staff members prioritise the individual learning and wellbeing needs of all students.

Staff members acknowledge that although students are at different stages in their learning and progressing at different rates all students are able to learn effectively. The principal and staff members are committed to providing a caring and supportive educational environment. Enthusiastic and dedicated staff members work together as a team to provide continued development of student wellbeing and improved student learning outcomes.



2.2 Key improvement strategies

Collaboratively review the EIA to provide a narrow and sharp focus on a key school priority monitored by specific targets, identified strategies, actions and term-by-term timelines.

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

Develop further opportunities for formal moderation within and beyond the school to build consistency and confidence in teacher judgement across all year levels for all learning areas.

Develop and implement a Parent and Community Engagement (PaCE) framework with all stakeholders that outlines school processes for engaging with parents, community groups and businesses to promote the school and work together to maximise student learning outcomes.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

A clear vision of school improvement is expressed and enacted by the school through the school's motto of '*Education to meet the challenges of the future*'.

Staff members are committed to the improvement of learning outcomes for all students in the school. They are working towards enhancing the quality of teaching and learning throughout the school.

The school has established a model of shared leadership to implement school programs and operations. A role and responsibility statement is developed to support the leadership team. Roles and responsibilities for all staff members in driving the school's improvement agenda are continuing to evolve.

The school's current EIA is reflected in the 2017 Annual Implementation Plan (AIP) and supporting strategic documents. The AIP focuses on reading, writing, numeracy, science, transition, attendance, Closing the Gap and communication. It contains strategies, actions, broad targets, timelines and responsible officers for the implementation of each of these improvement areas.

The leadership team has established and is driving a broad EIA of increasing teacher capability, improving student numeracy results through focused problem solving strategies, expanding vocabulary exposure to improve student writing and, improving student reading results through focused work on inferential questioning. School performance data and individual student data are analysed and the school is aware of the trends in student achievement that inform the EIA.

Targets for reading and attendance are established. Explicit targets with term-by-term timelines for improvement in student achievement levels in writing and problem solving are yet to be set and communicated to staff members and parents.

The EIA is communicated to students and parents through informal parent discussions, parent teacher interviews, and the school newsletter. All staff members are able to identify the school priorities. Most parents are yet to identify the school's priorities. Teachers engage with elements of the EIA in order to improve learning outcomes for their students.

A teaching and learning guidelines handbook is developed to provide teachers with an overview of learning environment expectations, feedback to students, planning and teaching expectations, critical elements of Explicit Instruction (EI), consolidations, teaching of reading, writing, vocabulary, and a coaching model.

The approach to improve reading is implementing differentiated reading groups identified from individual student data, focusing on the development of reading strategies and behaviours, including inferential comprehension and decoding skills.



A whole-school documented guideline for the teaching of reading is developed. Internal monitoring processes are developed to track achievement against the area of reading. Staff members articulate that the school's reading program is consistently delivered.

Some monitoring processes are implemented to ensure agreed practices relating to the various improvement agendas are occurring in all classrooms. A coaching model is developed to support teacher capacity in the delivery of the signature pedagogy of EI.

A process of establishing and monitoring individual student targets is developed across the school through the establishment of learning passports. All students in the school have individual learning targets for reading, writing, spelling, mathematics and attendance. Targets are discussed with students and monitored by teachers. Students are not yet able to clearly articulate their individual learning targets.

The principal and staff members are committed to providing a caring and supportive educational environment. Enthusiastic and dedicated staff members work together as a team to provide continued development of student wellbeing and improved student learning outcomes.

Improvement strategies

Collaboratively review the EIA to provide a narrow and sharp focus on a key school priority monitored by specific targets, identified strategies, actions and term-by-term timelines.

Monitor the implementation of the EIA to ensure agreed teaching strategies are consistently implemented across the school.



3.2 Analysis and discussion of data

Findings

The leadership team articulates the importance of reliable and timely student data as essential to improvement of student learning.

A documented assessment schedule is developed for the collection of a range of student outcome data for literacy and numeracy. The schedule highlights the collection and reporting benchmarks for literacy and numeracy data.

The school has recently reviewed their assessment schedule. The new assessment schedule outlines correct procedures in collecting data to build teacher capacity and consistency across the school.

Teaching staff members collect information regarding student achievement utilising a number of sources including letter sound recognition, PM Benchmarks, PROBE, Sight Words, *Words their Way*, South Australian Spelling Test (SAST), Far North Queensland Region (FNQ) mathematics assessment, PAT-R and PAT-M. These tools supplement National Assessment Program – Literacy and Numeracy (NAPLAN) and other school-based assessment information.

The leadership team has analysed school performance data over a period of time and is aware of school trends in NAPLAN, diagnostic and A-E achievement data. This data informs the assignment of resources and programs to meet student needs. The long-term analysis of student achievement in literacy and numeracy through the triangulation of school-based A-E achievement, standardised assessments and NAPLAN data is a developing practice. The principal reports differences in the PAT-R assessment data in comparison to other data.

Teachers focus on gathering data from diagnostic assessments, observations and summative assessments. The use of formative assessment to identify starting points for improvement and to monitor progress over time is developing through the use of FNQ assessment for consolidations.

Information regarding school performance in NAPLAN is communicated in staff meetings.

Data from student learning progress is recorded and retained by each classroom teacher in a range of formats. OneSchool is utilised as a central point to record standardised assessment data, behaviour incidents and parent contacts.

A whole-school reading data wall that displays achievement and improvement in student data is established. PM Benchmarks and PROBE are deployed in line with the assessment schedule to track individual, class, and whole-school reading progress. A data wall is used to display Levels of Achievement (LOA) for all students in areas of English, mathematics and science.



In-depth discussions regarding teaching practices, trend data or tracking data over time is developing. Coordinated data planning meetings between teachers and key personnel are conducted each term. Teaching staff members present their own class reading data during term meetings with the Head of Curriculum (HOC). Teachers report that these meetings assist them in the understanding of data to provide for grouping and differentiated teaching practices, including intervention support and extension.

The capacity of teachers to understand class data, and respond to the implications for differentiation, is developing across the school. The leadership team identifies the need to continue to develop teacher data literacy skills to build a data culture to reflect on the effectiveness of teaching and school-wide practices.

The principal has strengthened the school's processes regarding attendance and student engagement to ensure all students experience success in their learning. A whole-school student attendance target is set. Attendance data is monitored at the school and class level. The school identifies the need to engage parents and the local community to promote student attendance through the use of newsletters and assemblies.

The collection and utilisation of wellbeing data is yet to occur.

The school collects behaviour data through OneSchool. The leadership team is aware of the need to systematically collect and analyse behaviour data. A fortnightly behaviour focus is aligned with the Responsible Behaviour Plan for Students (RBPS) school rules.

NAPLAN 2016 data indicates that Year 3 students are performing statistically above Similar Queensland State Schools (SQSS) in all test areas in terms of the percentage of students achieving in the Upper Two Bands (U2B). Year 5 U2B performance indicates writing and grammar and punctuation as above SQSS with spelling and numeracy similar to SQSS. Year 5 performance in reading is below SQSS.

Mean Scale Score (MSS) data indicates that the school is performing above SQSS in Year 3 reading, writing, spelling and grammar and punctuation. Year 3 MSS performance in numeracy is similar to SQSS. Year 5 MSS performance in reading, writing spelling and numeracy is similar to SQSS. Year 5 performance in grammar and punctuation is above SQSS.

School performance relating to achievement at or above the National Minimum Standard (NMS) matched to Queensland State Schools (QSS) identifies Year 3 and Year 5 as above in all test areas.

NAPLAN relative gain 2014-16 identifies Year 3 to Year 5 reading, spelling and numeracy as below SQSS with writing and grammar and punctuation as similar to SQSS.

The school's performance in relation to Closing the Gap in Year 3 reading indicates the mean score for Indigenous students is above that of the QSS non-Indigenous students and the National Mean. Care must be taken in the analysis of NAPLAN Indigenous data due to the small number of students in the cohort.



The NAPLAN participation rate for Year 5 students in 2016 is the same as 2008 at 100 per cent. The Year 3 participation rate in 2016 is 78.9 per cent across all strands. This compares to a 2008 participation rate of 100 per cent.

Improvement strategies

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

Implement and evaluate the new assessment schedule.

Continue the long-term analysis of student achievement in literacy and numeracy through the triangulation of school-based A-E achievement, standardised assessments and NAPLAN data to inform the EIA.



3.3 A culture that promotes learning

Findings

The school is driven by the belief that every child matters every day and that every child can be a high achiever.

All staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build respectful relationships across the school community. Staff members have formal and informal discussions with parents regarding their child's progress and classroom activities. Formal interviews are conducted three times per year.

Communication between staff members, parents and students is respectful and caring. Students have a strong sense of belonging and speak highly of their teachers and teacher aides and are able to recognise and appreciate that they are the primary focus for learning on a daily basis. Staff members have the Remind app on their phones or laptop that enables instant contact with an individual parent or group of parents regarding information pertaining to school.

The location and size of the school complement the school's viewpoint that parents, families and wider community members are welcomed as integral partners in the students' education. Parents and community members are welcomed into classrooms. A formal induction process for volunteers is yet to be developed.

Staff members speak with pride of the school and several choose to have their own child enrolled. There is evidence of strong collegial support between teaching and non-teaching staff members and a commitment to delivering the best possible outcomes for all students.

The RBPS guides the school with clear expectations for appropriate behaviour. At the beginning of the year the school rules of *'I am safe, I am respectful, I am a learner'* are taught. Students are aware of the school rules and the consequences for not adhering to them. Charts are displayed in all rooms and rules are constantly reinforced. A range of school strategies are utilised to promote positive behaviour including classroom reward systems, special playground privileges and \$2 tokens to be spent at the tuck shop. The current RBPS is due for review.

The school provides an attractive, well maintained environment that caters for all forms of physical challenge for students. The students demonstrate great pride in the playground and welcome visiting staff to view the gardens and their pond.

Students are provided with opportunities to become involved in a range of extracurricular activities including the garden group, birdwatching, reading club, robotics, homework assistance, afternoon athletics and dance. Teachers, volunteers, parents and teacher aides provide expertise and supervision of these groups in their own time.



Robotics is utilised as a learning experience to challenge and extend students. The school has invested in PD for a staff member to investigate the development of robotics as a learning experience. The principal acknowledges the need to further develop the Science, Technology, Engineering, Mathematics (STEM) initiative. The school is yet to develop and incorporate a culture of inquiry, creativity and innovation into classroom practice.

Student attendance is currently at 95.7 per cent and the proportion of students attending less than 85 per cent of the school year is 5.4 per cent. The attendance of Indigenous students is 96.2 per cent, with 7.1 per cent attending for less than 85 per cent of the school year. The principal monitors attendance and communicates on a daily basis with parents if their child is absent.

The 2016 School Opinion Survey (SOS) indicates that 100.0 per cent of staff, parents and students believe that 'this is a good school'.

Improvement strategies

Review the current RBPS to ensure alignment with current practice.

Embed a culture of inquiry and innovation throughout the school where creative exploration, interdependent and self-directed learning are promoted and resourced.

Develop a process for the induction of volunteers.



3.4 Targeted use of school resources

Findings

The principal utilises human and physical resources to address student needs and provide resources to meet these needs. The school monitors and tracks every student's progress to accurately identify learning needs.

The school budget is formulated by the principal in consultation with the Small Schools Business Manager (BM). The principal and BM monitor the expenditure of school funds.

The school's budget is aligned with the school's priorities and supports the educational needs of students. Funding is allocated within the school budget to provide opportunities for PD.

The current school bank balance is \$85 927.

The school is supported by a cluster HOC, specialist physical education and music teacher. A cluster-shared guidance officer supports the school for two days per term. The roles of these visiting staff are known to all staff members.

Flexible curriculum delivery arrangements are established to enable staff members to address the needs of individual students. Targeted use of teaching personnel occurs. Two classes combine together to have flexible reading groupings with teacher aides to support the small groups.

Teacher aides are a valued human resource and are deployed utilising a timetabled approach for classroom support and for providing targeted intervention for identified students.

The school's Investing for Success (I4S) agreement aligns with the school's improvement priorities. The I4S budget this year is \$45 235 and the majority of the funding is utilised to provide additional teacher aide time to support teachers in reading, problem solving and vocabulary extension.

This funding is used to provide PD for teacher aides in the follow-up work for oral language programs as set by the Speech Language Pathologist (SLP) who visits twice a term.

A systematic process to monitor and evaluate the effectiveness of processes, school-wide programs and the deployment of human resources in the delivery of student outcomes is yet to be fully developed.

Digital technologies are available throughout the school including a computer lab, laptops, and interactive whiteboards in classrooms. Staff members and students report that some use is made of digital technology resources to support student learning and supplement the explicit teaching of the school's curriculum. With financial support from the Parents and Citizens' Association (P&C), the school funds online programs including Mathletics, Mathseeds, MathsOnline and Reading Eggs. Students express the need for more engagement with digital technologies.



The P&C contributes significant funds for additional resources towards student learning. The resourcing is provided via fundraising events and the tuckshop that operates one day per week and is staffed on a volunteer basis. The P&C has provided for bus transport for excursions, attendance rewards, a huge undercover fan, software programs, laptops and reading kits. The P&C sourced a grant for the new playground equipment.

Improvement strategies

Strengthen school-wide monitoring processes to measure the effectiveness of targeted resources including I4S, to ensure the delivery of intended student outcomes.

Develop staff capacity in the area of Information and Communication Technology (ICT) to ensure digital technologies are being effectively utilised in all classrooms across the school to support and enhance learning outcomes for students.



3.5 An expert teaching team

Findings

The school takes pride in their cohort of the best possible teaching staff that is skilled in their pre-requisite requirements and knowledge of pedagogy for EI to enable the delivery of the AC.

All staff members have a high level of confidence in the leadership team comprising the principal, HOC and an aspiring leader from the teaching staff.

The school's leadership team is committed to building a professional team of teachers and support staff members who operate across all areas of the school. It is apparent that members of this team are at different stages in their leadership development and require further support to effectively lead teaching and learning in their designated areas to support long-term improvement.

New enrolments in the school from Groote Eylandt in the Northern Territory present a challenge in delivering the curriculum to cater for the identified needs and year levels of the students. Teacher aides express the desire for formal training to support English as an Additional Language or Dialect (EAL/D) students. Teacher aides also express a desire for training regarding the management of students with challenging behaviours.

The principal provides opportunities for the teaching staff members and teacher aides to model professional learning in the school. There have been opportunities to visit other cluster schools.

Strong network links have been established with other cluster schools. The principal supports new, small school principals in the cluster and accesses collegial support by networking with experienced peers.

The principal provides teaching staff members access to formal opportunities to plan with the leadership team members. Staff members acknowledge that PD is required to further build their skills in curriculum planning and development. Understanding of the AC varies across the school.

Staff meetings provide opportunity for regular formal discussion, celebrating successes, and sharing strategies of differentiating for a range of students. A meeting protocol plan is developed by staff members to enable robust discussion.

A documented professional learning plan demonstrates the links to the school's improvement agenda. All staff members have participated in the Annual Performance Development Plan (APDP) process in close consultation with the principal. Staff members are actively engaged in leadership roles whilst providing a range of opportunities for students outside the classroom.



The school has implemented a process of providing feedback on observation of teaching episodes and classroom walkthroughs by members of the school leadership team. A range of approaches and practices is established, including self-reflective reviews. Teaching staff members are highly respectful of established protocols.

Discussion has commenced to extend the consistent, efficient and agreed range of practices, including coaching for all staff members and greater understanding of the AC and reporting.

Digital technologies are available for whole-class use in the computer lab. A teacher aide is timetabled to support the needs of students and to offset challenges in the physical nature of the desk-top computers. Students express that they would like to be able to access more technology.

Improvement strategies

Build greater understanding of the AC and reporting against the standards of achievement through existing collaborative planning, moderation and coaching processes.

Provide further opportunities for all staff members to be involved in peer coaching and mentoring processes within and beyond the school.

Provide opportunities for members of the leadership team to further develop their capacity and abilities as instructional leaders in the school.



3.6 Systematic curriculum delivery

Findings

The school has an explicit, coherent, sequenced whole-school plan for curriculum delivery across the multi-age classes. C2C is a significant resource.

With support from the leadership team, the HOC has taken personal accountability for the planning and development of curriculum and is engaged in ongoing discussions with staff members regarding the best ways of maximising student learning in this multi-age setting. Other members of the leadership team provide ongoing support to teachers in curriculum planning.

Expectations regarding a consistency of curriculum implementation across year levels are clearly articulated by the leadership team. Staff members are familiar with these shared curriculum expectations and regularly liaise with the leadership team to ensure a consistency of curriculum delivery and assessment practice.

The ongoing monitoring of the intended planned units of work to ensure that the mandated AC is being accessed by all students across all key learning areas is emerging through formal discussions and the provision of cooperative planning time. Quality Assurance (QA) and review processes to track, monitor and audit the enacted curriculum and its alignment to the AC content descriptions and achievement standards are developing.

The school is adapting curriculum with a focus on making it locally relevant and engaging for students in this community. The community garden and the wetlands project are utilised within curriculum experiences when appropriate.

Consistency of practice regarding the implementation of agreed strategies relating to the teaching of writing and numeracy - problem solving is not yet apparent in all classrooms. Whole-school documented frameworks for the teaching of these priority areas is yet to be developed.

Assessment processes align to GTMJ. Assessment of learning is drawn from C2C summative assessment tasks. Backward planning and alignment from the C2C assessment underpin the units of work.

Formal moderation of English occurs between teachers at a school level. The school participates in cluster moderation of student assessment tasks in writing. Further opportunities to moderate student work for all learning areas to ensure consistency of teacher judgement against the achievement standards of the AC are yet to occur.

Reporting processes align with curriculum delivery and departmental expectations. Written reports are issued twice a year. Opportunities for face to face interviews are provided. Parents express satisfaction with reporting processes, and comment that they are well informed regarding their child's progress and areas where they are able to support learning.



Information regarding the curriculum and what students are learning in their classrooms is shared with parents through individual class newsletters and informal discussions. Parents appreciate these curriculum updates and speak regarding about how they help build their understanding of what their child is learning.

Students speak highly regarding their learning at school and report that they are engaged and sometimes challenged. Some students are able to articulate their achievements and individual learning targets.

Aspects of the curriculum focus on the development of general capabilities and attributes of literacy, numeracy and critical thinking. A whole-school approach to the teaching of Higher Order Thinking Skills (HOTS) is yet to be developed.

Classrooms provide visually stimulating and welcoming learning environments for students with displays of instructional prompts and guidelines, behaviour reminders and awards, class celebrations and student work.

Improvement strategies

Develop further opportunities for formal moderation within and beyond the school to build consistency and confidence in teacher judgement across all year levels for all learning areas.

Continue to quality assure the enacted curriculum and associated assessment processes to ensure alignment with the content descriptions and achievement standards of the AC for all learning areas.

Develop clear and explicit frameworks for teaching in priority areas and ensure that all staff members have the expert understanding and skill set required.

Investigate a whole-school HOTS framework.



3.7 Differentiated teaching and learning

Findings

The school has a documented statement within the teaching and learning guidelines handbook that provides expectations for meeting individual student learning needs through three levels of delivery: core, supplementary and intensive instruction.

It is apparent that all teaching staff members utilise a variety of assessments, data sets and planning documents to inform their curriculum planning and pedagogy within their classrooms.

Staff members prioritise the individual learning and wellbeing needs of all students. Staff members acknowledge that although students are at different stages in their learning and progressing at different rates all students are able to learn effectively.

Teachers demonstrate an understanding of evidence-based current student achievement and utilise a range of intervention strategies. Modifications to the learning environment including, individual, small-group and whole-class instruction are used to differentiate for the needs of the students.

Some teachers consider the process, product, and content when adapting learning experiences. Most teachers document individual student needs utilising the content, product, process and learning environment differentiation placemat in curriculum planning. The use of this placemat varies across the school.

Class intervention action plans are developed and reviewed each semester to support identified students. Support provisions for identified student needs are recorded in these action plans. The principal acknowledges there is a need to develop a consistent whole-school approach to the documentation of individual student differentiation practice and expectations that documentation be stored in a common place.

The school is implementing a process for the development of Individual Curriculum Plans (ICP) for students with additional learning needs. The principal acknowledges the need for the school to seek clarity and understanding of the ICP process. The school is yet to document a process for the consideration and development of ICPs for students with disability and significant learning difficulties in conjunction with parents.

Student learning goal setting is utilised throughout the school. Some students indicate that they are appropriately challenged by their academic work. There is evidence that some students are able to discuss the way in which personal learning targets focus their learning.

Teaching staff members are encouraged to monitor the progress of students and tailor classroom activities to student needs. Most class groups have a diverse range of learners achieving below, at and above year level expectations. A wide range of student achievement data is available to assist teachers to identify starting points for learning. Teachers report that they utilise some of this data to inform differentiation practices in their classrooms.



Some teaching staff members are identifying or designing classroom activities that meet students' interests, aspirations and motivations regarding extension activities. The use of ICT to provide challenging activities and engagement with the curriculum is implemented by some teachers. Some students indicate the need for further challenge in their learning. A consistent approach to engaging and extending high achieving students being utilised in the classroom is yet to be developed.

Parents articulate that they are well informed about their child's progress and are provided with reports and meetings regarding their child's learning. Parents value the fact that they are able to discuss any issues openly with staff members and are provided with timely advice regarding how to support their child's learning at home.

Improvement strategies

Review ICP processes to enable greater understanding and clarity of the process.

Collaboratively develop a formal process to record support, provide intervention and specify differentiation for students with identified needs.

Provide opportunities for teachers to build their repertoire of practice in engaging and extending high achieving students.



3.8 Effective pedagogical practices

Findings

The leadership team has clear roles and responsibilities aligned with the school's improvement agenda. The team has shared leadership of effective pedagogical practice through developing teacher capacity and accountability.

Staff members recognise that quality teaching is the key to improving student outcomes, and are particularly focused on improvements in pedagogy in the areas of explicit teaching, reading, problem solving and vocabulary development.

The basis of the school's pedagogical framework is documented in the school's teaching and learning guidelines handbook. The school is implementing a pedagogical framework that is research-based and aligned with EI principles and practices based on the work of John Fleming¹ and Archer and Hughes². Elements of Archer and Hughes' EI model are utilised to support teachers in self-reflection.

The school's signature pedagogy of EI is prominent in all classroom displays, teacher practice and student knowledge of teaching and learning routines.

The degree of engagement by teachers with the various elements of the school's pedagogical framework to ensure it is embedded in curriculum planning and teacher practice varies across the school.

The leadership team keeps well informed regarding research on effective teaching practices and utilises a coaching and modelling process with staff members to improve teaching practices.

Regular professional conversations focus on improving student outcomes and the scaffolded support required through teacher aide timetabling.

Teachers create classroom and school-wide learning that embodies a culture of learning. Students have stated that they would welcome more challenge and risk-taking in the tasks presented. A school-wide approach to bookwork expectations is apparent throughout the school. A high standard of bookwork and feedback in mathematics, science and English is displayed by the students interviewed.

A formalised coaching structure as a strategy to build teacher capacity is apparent. A formal observation and feedback process for all staff members to monitor the implementation of the EIA is yet to be developed.

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

² Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press



Students speak positively regarding their classroom learning environment. Students report that they receive useful verbal feedback from teachers and teacher aides and this information assists their progress and shapes their positive viewpoint regarding the way staff members care for each and every one of them. The use of written and verbal feedback by teachers varies across the school.

Improvement strategies

Provide opportunities for teachers to further engage with the various elements of the school's pedagogical framework to ensure it is embedded in curriculum planning and teacher practice.

Build on the existing formal observation and feedback process, to involve all staff members, to provide timely support and advice on classroom practices in the priority areas and in areas for individual development.



3.9 School-community partnerships

Findings

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, and a range of community groups.

The school has established and developed beneficial informal partnerships with local government and community organisations to improve learning opportunities and outcomes for students. These organisations include the Wonga Rural Fire Brigade, Mossman Library, Green Army, Habitat, Jabalbina Indigenous Corporation, Great Barrier Reef Marine Park Authority (GBRMPA) – Reef Guardian School, Tangaroa Blue, James Cook University (JCU) Scientists and the Douglas Shire Council. These partnerships have become a valued part of the school community and provide important resources to enhance student learning.

The school has developed strong and valuable relationships with a range of community groups and events. Parents and community members are welcomed into the school to assist in the classrooms and to join in events including: the ANZAC Day march and wreath laying ceremony in Port Douglas and the school service; Australia Day celebrations; sporting events; Easter events; Life Education; the end-of-year school concert; and, the Year 6 graduation dinner. These relationships are bringing benefit to the school and to the learning of students.

Staff members recognise the importance of working in partnership with parents and the wider community to maximise the learning outcomes for students. The school values parental engagement and seeks to connect through a range of strategies and events including the school newsletter, email, parent information sessions, parent interviews, the school website, Remind app, QSchools app and the P&C Facebook page.

Parent engagement in the school is recognised by all staff members as integral to school improvement. Some parents and grandparents volunteer their time to the reading club and to support student learning activities in classrooms especially in the early years. Some staff members acknowledge the need to continue to involve parents and community members in the school to build communication, partnerships, collaboration, decision making, and participation to improve student learning outcomes.

The P&C is an active body in raising significant funds that are utilised to provide resources to support student learning. Contributions from the P&C and a successful grant submission have resulted in the installation of new playground equipment in the school. As a service to school families, the P&C operates the tuckshop and the provision of school uniforms.

The school utilises the interests of volunteers and teachers to provide a range of co-curricular programs for students in cultural pursuits. The school offers lunchtime robotics, dance club and the use of Sporting Schools funding for swimming, tennis and gymnastics. For over ten years a community volunteer, *Ron the Birdman* visits the school every Wednesday morning to take small groups of students bird watching.



A community garden is established on the school grounds to provide a link for the students to their local community. A teacher aide is utilised to engage students in this emerging new project. Staff and community members have identified the potential of this project to develop new partnerships.

The school has recently begun a regular playgroup in partnership with UnitingCare. The leadership team and some parents report that this program will have a positive impact on enhancing the readiness of students for school, school promotion and the school's ability to increase enrolments.

There are informal links with local early childcare providers and the C&K (Crèche & Kindergarten) Mossman Community Kindergarten. The leadership team has articulated that further opportunities and strategic partnerships may be developed with the connection to early childhood providers.

The school offers a transition to Prep program *Stay and Play* days during Term 4 over three morning sessions to support the transition of students and their families into Prep and formal schooling. This time is utilised to inform parents of the programs and expectations of the school.

The majority of graduating Year 6 students commence their secondary studies at Mossman State High School. The transition program offered consists of meetings with the principal, parent information evening and a transition day during the last week of Term 4.

The school is linked to the Douglas Cluster of Schools. Cluster activities include some moderation and principal meetings to share professional learnings. The principal acknowledges the need to continually participate with the local cluster of schools.

Improvement strategies

Develop and implement a PaCE framework with all stakeholders that outlines school processes for engaging with parents, community groups and businesses to promote the school and work together to maximise student learning outcomes.

Develop strategic partnerships with early education providers to ensure the smooth transition to Prep for enrolling students.