Thornlands State School

School Review Report

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Thornlands State School** from **20 to 24 April 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 which prioritise future directions for improvement.

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

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

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Brad Roberts	Peer reviewer
Ken Swan	External reviewer

1.2 School context

Location:	Panorama Drive, Thornlands
Education region:	South East Region
Year opened:	1910
Year levels:	Prep to Year 6
Enrolment:	730
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1036
Year principal appointed:	2011
Full-time equivalent staff:	46.28
Significant partner schools:	Cleveland District State High School, Cleveland State School, Ormiston State School, Bay View State School, Mt Cotton State School.
Significant community partnerships:	Local Early Childhood Education Centres (ECEC), Impact Centre, Fast ForWord – Sonic Learning, Supporting People Experiencing Learning Difficulties (SPELD), School Adopt-a – Cop, Helping Hands Network – Outside School Hours Care (OSHC)
Significant school programs:	Thornlands Thinkers, Rally Readers, Fast ForWord, MiniLit, IMPACT programs, Science, Technology, Engineering and Mathematics (STEM), after school sport, chaplaincy.

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services(HOSES), Support Teacher Literacy and Numeracy(STLaN), guidance officer, 21 classroom teachers, one specialist teacher, two Special Education Program(SEP) teachers, three administration officers, Business Services Manager (BSM), Positive Behaviour for Learning (PBL) coach, 22 students,17 parents, 14 teacher aides, tuckshop convenor, Parents and Citizens' Association (P&C) president and fundraiser coordinator.

Community and business groups:

- Early childhood provider and Helping Hands Network–Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal Cleveland District State High School and Brisbane School of Distance Education (BSDE) coordinator of online learning programs.

Government and departmental representatives:

- Local councillor for Redland City Council, State member for Cleveland and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2013-2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2106)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School assessment and data schedule	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Classroom expectations overview	School Moderation Process
Curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

The school leadership team has established and is driving a strong improvement agenda that is consolidating reading and writing with a new focus on mathematics.

All school staff members are united, committed and enthusiastic about improving learning outcomes for all students. Staff members speak with confidence when describing whole-school strategies for reading and writing and the effect size on student outcomes in these areas.

The school vision of '*Making Our Results Excellent'* (M.O.R.E) is central to all decision-making processes.

There are high expectations throughout the school for student engagement, attendance and learning outcomes. Staff members articulate these expectations as a feature of the school and parents and students express high levels of satisfaction with the behaviour of students and learning outcomes.

Teachers are confident in the collection and interpretation of class and school-wide data sets in the areas of reading and writing.

Data is viewed as a crucial component of the School Improvement Agenda (SIA) and members of the leadership team utilise expansive data sets to identify achievement levels over time, track cohort and individual student progress and build a collective understanding and commitment for change and improvements in school priority areas.

Staff members and parents value positive and caring relationships in order to foster successful learning.

There is a strong sense of collegiality amongst the staff members. Staff members report that morale is high and are optimistic regarding the continued development of a cohesive team.

Teachers are eager to expand their knowledge regarding how to improve their current teaching practice and they are highly committed to school priorities and their own professional learning.

Watching Others Work (WOW) is a recent addition to school strategies to assist teachers to continually expand their teaching repertoire. The principal articulates this is just one step towards developing a differentiated approach to Professional Development (PD) opportunities for staff members that will include mentoring and coaching arrangements.

The school leadership team establishes and communicates clear expectations regarding the use of effective research based pedagogies.

The school has a documented pedagogical framework combining the Dimensions of Teaching and Learning (DoTL) with IMPACT. The introduction of IMPACT as part of the framework for developing engaging and challenging curriculum is in the beginning stages. There are future planned professional learning opportunities for teachers to deepen their understanding of the IMPACT model.

School moderation processes are a feature of Term 2 and Term 4 in weeks one and six.

Facilitators work with year level cohorts through a calibration process that includes moderation protocols. External moderation is planned for Term 3. Vertical moderation across cohorts is yet to be a feature of the moderation process.

It is apparent that teachers encourage students to achieve high standards with their learning.

All classes have established learning goals for students in reading and writing. Students are able to articulate their learning goal and receive regular feedback from their teachers regarding how they are progressing with the achievement of their goal. Students report high levels of satisfaction with teacher expectations and the level of challenge provided.

2.2 Key improvement strategies

Incorporate into the PD plan a school-wide process that expands on WOW and includes all members in modelling, mentoring, coaching, observation and feedback.

Use the IMPACT framework to continue to build opportunity for professional conversations within and across year levels to ensure consistency and reliability of pedagogical practices.

Strengthen external and internal school moderation processes including within and across year levels, to consolidate teacher expertise in making consistent judgements about student level of achievement.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school leadership team has established and is driving a strong improvement agenda that is consolidating reading and writing with a new focus on mathematics.

The school vision of '*Making Our Results Excellent'* (M.O.R.E) is central to all decision-making processes and a new pedagogical frame, IMPACT, is introduced to support this vision.

All school staff members are united, committed and enthusiastic regarding improving learning outcomes for all students. Staff members speak with confidence when describing whole-school strategies for reading and writing and the effect size on student outcomes in these areas. Many staff members express an eagerness to move into further exploration of mathematics.

Data is viewed as a crucial component of the SIA and members of the leadership team utilise expansive data sets to identify achievement levels over time, track cohort and individual student progress and build a collective understanding and commitment for change and improvements in school priority areas.

In developing the improvement agenda consideration has been given to school priority groups including early years' learners, students with disabilities and high achieving students.

Annual targets are set for student achievement in the priority areas of reading, writing and mathematics. These targets are shared with staff members and the parent community.

In embedding school practices in the priority areas of reading and writing the school leadership team has mapped a strategic pathway that includes sourcing best practices to suit the school context, identifying key teachers to drive the agenda forward and developing strong and cohesive teams and groups that support teachers in implementing whole-school expectations.

School actions in developing strategies for improvement in student learning outcomes in the priority area of mathematics are in the beginning stages. The principal articulates that the processes used to develop reading and writing throughout the school will be replicated. To date, a mathematics team is established, data interrogated, a guaranteed and viable mathematics curriculum is developed and number facts and problem solving frameworks introduced.

The school has expansive documentation to support teachers in understanding and delivering curriculum and pedagogical expectations.

There are high expectations throughout the school regarding student engagement, attendance and learning outcomes. Staff members articulate these expectations as a feature of the school and parents and students express high levels of satisfaction with the behaviour of students and learning outcomes.

The school's Responsible Behaviour Plan for Students (RBPS) outlines the Positive Behaviour for Learning (PBL) program, behaviour expectations, school reinforcement systems, strategies to enhance student wellbeing and focused lessons to support positive behaviour and interactions with others.

The school leadership team and staff members utilise data sets to monitor student progress towards targets and the effectiveness of school initiatives and programs.

Improvement strategies

Continue to build on and use the processes developed for consistent school-wide high-yield strategies in reading and writing when further developing the priority area of mathematics.

3.2 Analysis and discussion of data

Findings

The school has developed and is implementing a plan for the systemic collection of a range of student outcome data as identified in the school's assessment and data schedule. This data collection includes Brigance Readiness Test, National Assessment Program- Literacy and Numeracy (NAPLAN), School Entry Alphabetical and Phonological Awareness Readiness Test (SEAPART), Sutherland Phonological Awareness Test (SPAT-R), Hearing and Recording Sounds in Words, PM Benchmarks, PAT- R, PAT-M, diagnostic number facts, PAT-S and the Curriculum into the Classroom (C2C) assessment tasks.

PM Benchmarking data and PAT-R data help to inform placement in reading groups. This process is ongoing and students are placed in flexible groupings according to their needs on a term by term basis.

Teachers are confident in the collection and interpretation of class and school-wide data sets in the areas of reading and writing. Data is utilised to establish starting points for learning and track student improvement over short and long-term cycles. Teachers are beginning to use data to reflect on teaching practices and adjust classroom pedagogy accordingly.

School-wide data is centrally stored on OneSchool and includes attendance, behaviour and academic achievement levels. Teachers state that they use the class dashboard on a regular basis to monitor student learning progress.

Behaviour data is discussed and analysed at PBL meetings twice a term. This data informs school-wide support. The school is considering a move to the tier two level of PBL to support the case management of high needs students.

Staff members meet twice a term in Thornlands N'quiry Teams (T'NT's) to moderate student work samples. At these meetings anomalies in data are identified for further discussion during T'NT time. Class data discussions are held with members of the administration team each term. During these data discussions, data is triangulated to determine starting points for learning.

The Support Teacher Literacy and Numeracy (STLaN) collates data collected from staff members to inform the Student Needs Ascertainment Committee (SNAC). From this data, plans are developed to holistically support students.

The Nationally Consistent Collection of Data (NCCD) assists the school to identify all students requiring additional support and is used to inform practice and planning. Teachers work with leadership team members to collaboratively plan around data sets to support identified students.

Data is used to inform the differentiation planner class trackers that are utilised during the planning cycle and checked by the Head of Curriculum (HOC).

A range of learning programs is based on data collected within year levels as exemplified by Rally Reading whereby data is continually checked and student learning is adjusted accordingly. Groupings are dynamic and teachers regularly adjust placement of students.

Consideration is given to the analysis of data to identify students moving towards the Upper Two Bands (U2B) of the NAPLAN to ensure that they are challenged and extended.

PD occurs to build and develop teachers' and leaders' data literacy skills. Staff members indicate that their data literacy skills are used regularly.

Moderation occurs once a semester in all year levels and is linked to the school's improvement agenda.

NAPLAN data is based on the Semester 2, 2016 release that presents preliminary data. Since the time of the review, the final 2016 NAPLAN data has been released and this accounts for any discrepancy in results.

The NAPLAN participation rate for Year 5 in 2016 ranged from 93.4 to 94.3 per cent and from 83.0 to 88.4 per cent for Year 3.

The 2016 NAPLAN data indicates Year 3 U2B achievement is similar to Similar Queensland State Schools (SQSS) in writing, grammar and punctuation and numeracy and below SQSS in reading and spelling. Year 5 U2B achievement is above SQSS across all strands.

In 2016 Year 3 Mean Scale Score (MSS) achievement is similar to SQSS in all areas. Year 5 MSS achievement is above SQSS in grammar and punctuation and similar in all other areas.

Relative gain 2014-2016 Year 3 to Year 5 is above SQSS in writing, spelling, grammar and punctuation and numeracy and similar to SQSS in reading.

Achievement at or above the National Minimum Standards (NMS) is above Queensland State Schools (QSS) across all strands for Year 3 and Year 5.

Closing the Gap data for Year 3 reading indicates that the mean score achievement of Year 3 Indigenous students is 18 scale points below the mean score of non-Indigenous students. The 2016 mean score for Indigenous students at this school is above that of QSS and South East region schools.

Improvement strategies

Strengthen teacher skills in utilising data to build a culture of self- evaluation and reflection across the school.

3.3 A culture that promotes learning

Findings

Staff and community members are committed to the development of a learning environment where students are happy and where optimal learning can take place. Staff members and parents value positive and caring relationships in order to foster successful learning.

All visitors are welcomed and all staff members, students, parents and community members speak highly of the school. This is reflected in the 2016 School Opinion Survey (SOS) results in which the overall satisfaction rating for all survey items is 96.3 per cent for staff members, 90.2 per cent for parents and 94.0 per cent for students.

A strong sense of collegiality exists amongst the staff members. Teacher aides and support staff members indicate that they feel valued and are acknowledged for contributing to student progress. Staff members report that morale is high and they are optimistic regarding the continued development of a cohesive and high performing team.

Students identified with additional learning needs are supported by the SNAC team, whose membership includes the STLaN, principal, classroom teachers and the guidance officer.

PBL is implemented across the school and reward processes are established each term.

Classroom routines are well established and classrooms are orderly and inviting. Teachers are committed to purposeful teaching and learning and there is a whole-school commitment to the development of student learning goals and to the belief that all students will learn successfully.

The RBPS articulates a positive approach to the management and development of shared responsibility for student behaviour and wellbeing. Behaviour processes are well known by students.

Teachers consistently apply and embed these processes throughout the school. Structured lessons regarding school behaviour expectations and student wellbeing are available for teachers to deliver in classrooms. The 2016 SOS indicates that 90.6 per cent of parents and 98.2 per cent of staff agree that 'behaviour is well managed at this school'. School Disciplinary Absences (SDAs) are less than the state average.

Student enrolments have increased since 2014 and the school has an Enrolment Management Plan (EMP). Student daily attendance is closely monitored and teachers have high expectations regarding student attendance and engagement with daily lessons. Parents are partners in supporting staff members' efforts to improve daily attendance. High levels of attendance are actively encouraged and processes are established to follow-up on absences. Year attendance to date is 94.6 per cent with 8.8 per cent of students attending less than 85 per cent of the school year.

Classrooms are attractively presented and artefacts of school expectations are displayed on the walls. The available facilities including playgrounds, school hall, pool and library further contribute to a positive culture and a sense of community pride in the school.

The school is building a culture of inquiry and innovation through a range of initiatives including the participation in online learning programs, the introduction of Science Technology, Engineering and Mathematics (STEM) and the new pedagogical frame, IMPACT.

Improvement strategies

Continue to build a school culture that focuses on opportunity for innovation and inquiry.

3.4 Targeted use of school resources

Findings

The school applies its resources in a targeted manner to meet the learning and wellbeing needs of all students. Human, financial, facility and technology resources are aligned to the Explicit Improvement Agenda (EIA) and this is apparent in the school budget.

Investing for Success Funds (I4S) of $236 447 are allocated to provide additional support and specialist personnel to support student learning; build staff member capacity in explicit teaching practices in literacy and numeracy through PD; provide PD regarding data analysis; and, provide Information and Communication Technology (ICT) to support literacy and numeracy and the Leap into Prep program.

The deployment of teacher aides is linked to school priority areas.

The school has a clearly outlined process for the identification of students to participate in a variety of intervention and enrichment programs. Comprehensive data is gathered to support the referral process and monitor student progress and learning. A student intervention framework assists in guiding this process.

A variety of school-wide programs and approaches for students requiring additional or specialist support exists. These programs include Rally Reading, Turbo Time, MiniLit, Thornlands Thinkers and STEM. Teachers have flexibility to meet the needs of students within these programs.

The school has a management structure overview document. This document partially articulates the roles of the leadership team and all staff members. There is a range of teams including year level curriculum leaders, P-6 curriculum team, numeracy, and library and ICT teams. Staff members are involved in a variety of decision-making committees, curricular and extra-curricular events and programs.

The school leadership team, with teacher input, collaboratively identifies priority areas for spending linked to the improvement agenda.

The school understands the need to adequately resource teacher PD and student resources in the emerging priority area of mathematics, whilst maintaining momentum with its existing achievements in reading and writing.

Physical spaces in the school are well planned and organized for learning.

School records of individual student needs, achievements and progress are recorded centrally on OneSchool and are available to all teachers.

The current school bank balance is $205 516.

Improvement strategies

Continue to resource all priority areas with a view to a focus on the new priority area of mathematics.

Continue to monitor school programs and initiatives through the collection and analysis of data.

3.5 An expert teaching team

Findings

Leadership team members are building a collaborative school culture that values people, is based on mutual trust and where all staff members have a shared responsibility for student learning and wellbeing.

Strategies are established to assist teachers to continue to develop and share deep understanding of how students learn. These strategies include the development of strong and cohesive year level teams that support each other to deliver school expectations and accountabilities.

Year level teams are headed by curriculum leaders that meet fortnightly to review and discuss school priority areas. Team leaders disseminate curriculum information, take teacher ideas and concerns to the meeting and assist teachers to meet teaching and learning expectations. The leadership team discusses Fullan's[1] '*using the group to change the group*' as a driver for improving teaching practice and implementing change.

Staff members are encouraged to take a leadership role beyond the classroom and many teachers are active curriculum leaders taking responsibility for various areas including, STEM, mentoring beginning teachers, reading mentor and PBL committee membership. Teachers are encouraged to and regularly respond to opportunities to share best practice.

Teachers are eager to expand their knowledge regarding how to improve their current teaching practice and they are highly committed to school priorities and their own professional learning. Many teachers in the school are experts in the fields they teach in and have high levels of confidence in teaching in these fields. They are expansive in describing how they go about their day-to-day practice and the effective school and personal pedagogies they utilise.

WOW is a recent addition to school strategies to assist teachers to continually expand their teaching repertoire. The principal articulates this is just one step towards developing a differentiated approach to PD opportunities for staff that will include mentoring and coaching arrangements.

The school's leadership team and teacher leaders lead and model professional learning. There are some networked school relationships including strong cluster principal relationships. All members of the leadership team have had a variety of experiences teaching and leading outside of the school and present as a strong and cohesive team with collective and equal roles and responsibilities. Leadership team members are yet to explore the possibility of a critical friend or coach outside of the school setting.

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[1] Fullan, M. (2014). *The principal: Three keys to maximizing impact.* John Wiley & Sons.

The school has a detailed professional learning plan that aligns with the improvement agenda. All staff members have Annual Performance Development Plans (APDP). In-depth conversations regarding class data sets in T'NT and collaborative curriculum planning and moderation are considered learning opportunities for teachers.

Teacher aides are highly skilled and work with teachers in classrooms. They are able to attend PD and meet on a regular basis with members of the leadership team.

Teacher aides manage the staff wellbeing committee.

Improvement strategies

Develop a school-wide model that expands on WOW and includes modelling, mentoring and coaching arrangements.

Explore opportunities for leadership team members to access a coach or critical friend outside of traditional cluster networks.

3.6 Systematic curriculum delivery

Findings

The school has a sequenced coherent plan for curriculum delivery that is aligned to the Australian Curriculum (AC) and supported by the C2C resources.

The curriculum framework makes clear what and when teachers should teach and references the content descriptors and achievement standards of the AC. The HOC quality assures curriculum units and teacher planning to support the horizontal and vertical alignment of the school curriculum. The framework includes a number of school plans and programs including reading, writing, spelling and problem solving.

A priority is placed on making curriculum locally relevant and the school has developed a guaranteed and viable mathematics curriculum that informs teachers of core and supporting content and includes an assessment overview. Some commercial programs are used to consolidate student learning in areas of reading and mathematics.

The plan for curriculum delivery is extensively documented and curriculum expectations are well known by staff members. Curriculum is shared with parents and the wider community through class information sessions and once a term curriculum overviews.

Planning sessions for year level cohorts are facilitated by the HOC and scheduled for each term. These sessions include discussion of assessment tasks, content, student learning needs and reference to the AC achievement standards. The HOC articulates staff member discussions regarding the AC is a focus of these meetings. All staff members are appreciative of the opportunity to collaboratively plan and the support provided by the HOC in classroom curriculum delivery.

General capabilities and cross-curricular priorities are a feature of C2C units of work and the school curriculum plan enhances opportunities for students to develop critical and creative thinking and literacy and numeracy skills through school-differentiated programs as exemplified by Thornlands Thinkers, Rally Readers, Turbo Time, and IMPACT programs. The school's PBL program focuses on developing student personal and social capabilities and ethical behaviours.

Priority is given to constructing learning experiences that are accessible, engaging and challenging for all students. Class trackers detail differentiated learning for class members and are an expected part of the planning process. Students articulate teachers make learning interesting and offer support and enhancement to their learning.

Assessment processes are aligned with the curriculum and Guides to Making Judgements (GTMJ) are used to establish where students are in their learning and determine the gaps in their understanding. The school has an established assessment schedule that includes diagnostic test instruments and summative assessments.

School moderation processes are a feature of Term 2 and Term 4 in weeks one and six. Facilitators work with year level cohorts through a calibration process that includes moderation protocols. External moderation is planned for Term 3. Vertical moderation across cohorts is yet to be a feature of the moderation process.

Reporting processes provide parents, families and students with information regarding curriculum and progress over time and parents are offered the opportunity to meet with teachers on two formal occasions throughout the year. Parents are satisfied with access to teachers and the information provided regarding their child's learning.

Improvement strategies

Strengthen external and internal school moderation processes including within and across year levels, to consolidate teacher expertise in making consistent judgements regarding student Level of Achievement (LOA).

3.7 Differentiated teaching and learning

Findings

There is a school-wide expectation that teachers provide a differentiated curriculum for all students. Teachers are guided by a differentiation plan and complete a class tracker to support this process. Completed trackers are then shared and discussed with the leadership team. The Student Intervention Framework and Gifted Identification Profile provide teachers with guidance in relation to differentiated teaching.

There is an expectation that teachers carefully monitor student learning progress including their current knowledge, skills and understandings to identify starting points for learning. A well-developed system of data collection is established with year level conversations occurring on a regular basis, supported by members of the leadership team.

All classes have established learning goals for students in reading and writing. Students are able to articulate their learning goal and receive regular feedback from their teachers regarding how they are progressing with the achievement of their goal.

Teachers encourage students to achieve high standards with their learning and students report high levels of satisfaction with teacher expectations and the level of challenge provided.

Opportunities exist for classroom teachers to refer students to the school's SNAC. This committee collaboratively plans responses to support the learning and social emotional development of identified students. Classroom teachers case manage interventions for all students and track their progress over time with the support of the STLaN.

The school accesses outside agencies to support students learning and wellbeing needs. The Yulu-Burri-Ba community health center and Kummara Indigenous family care agency are accessed to provide help for Indigenous families when required. The guidance officer works with the Department of Communities and health professionals to support students and their individual needs.

The school has an inclusive model of teaching for students with a disability. These students are supported in mainstream classrooms and engage with age appropriate curriculum, differentiated as needed. A Special Education Program (SEP) teacher and teacher aides provide support to classroom teachers.

Individual Curriculum Plans (ICP) are well-developed, involving the support of various teachers with parent input. The Head of Special Education Services (HOSES) articulates the need for further development of the roles and expectations of all staff members in the delivery of the ICP. The school designs a range of individualised programs including Individual Support Plans (ISP), individual behaviour plans and individual learning plans. These plans are saved on OneSchool.

Some students have access to Sonic Learning, an online metacognitive learning program. The program is facilitated over two terms and parents have the option to pay for their child to be part of this program.

Improvement strategies

Continue to define the roles and expectations of all stakeholders in the development, delivery and review of ICPs.

Continue to support teachers as they develop their inclusive strategies and methodologies for students with disabilities.

3.8 Effective pedagogical practices

Findings

The school leadership team establishes and communicates clear expectations regarding the use of effective research-based pedagogies. The school has a documented pedagogical framework combining the DoTL with IMPACT. The M.O.R.E vision is an integral part of the pedagogical framework.

The pedagogical framework is communicated to staff members, is clearly understood and elements of the teaching and learning practice outlined in the framework are embedded across each year level. The framework outlines the curriculum intent, assessment, teaching and learning sequence, making judgements, and feedback. It outlines IMPACT planning. The framework document outlines the school vision and values of excellence, trust and respect, inclusion, community and teamwork.

The introduction of IMPACT as a structure for developing engaging and challenging curriculum is in the beginning stages. There are future planned professional learning opportunities for teachers to deepen their understanding of the IMPACT model.

The Gradual Release of Responsibility (GRR) and Explicit Instruction (EI) are fundamental to the school's pedagogical delivery. There is evidence that staff members follow the 'I do, We do, You do' model of EI for engaging students. Strategies including We are learning to (WALT) and What I'm looking for (WILF) are embedded in classrooms. Teachers are expanding the WALT to include success criteria.

There is a developing practice whereby WOW has been introduced and many staff members have engaged in this opportunity. The principal acknowledges the next step in developing teacher pedagogical practice includes widening opportunities for teachers to WOW and will include differentiated forms of observation and feedback loops.

Students are provided detailed feedback in the learning area of writing. All teachers use a 'two star and a wish' format. Students are able to articulate the feedback teachers provide them and how it assists them improve their learning.

Students are aware there are high expectations regarding their learning and targets and understand the relationship between effort and success.

Collegial discussions concerning approaches to pedagogy occur in PD sessions and staff members' meetings. These conversations occur systematically across year levels at T'NT meetings.

The establishment of student learning goals is encouraged and the school has developed a set of expectations regarding how to write goals. All students have reading and writing goals that are part of classroom practice. Students are able to discuss their learning goals and explain the next steps needed to achieve these goals.

Teachers are investigating and incorporating the use of digital technologies and the teaching of STEM is developing teacher understanding of IMPACT. Staff members are engaged in eLearning and through this are learning how to use blogs for assessment and how to use infographics across a range of learning areas.

Some teachers are expanding their pedagogical approach in the teaching of coding through the use of Scratch and Ozobots.

Improvement strategies

Develop a school-wide feedback protocol that builds on WOW and focuses on modelling, evaluating and explicit feedback regarding classroom teaching.

Use the IMPACT frame to continue to build opportunity for professional conversations within and across year levels to ensure consistency and reliability of pedagogical practices.

3.9 School-community partnerships

Findings

The school has developed a range of mutually beneficial relationships with local community organisations, schools and parents. Parents are highly appreciative of the efforts of staff members and their commitment to students.

Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs and student progress are appreciated.

The school has a longstanding and productive relationship with, Cleveland District State High School, Brisbane School of Distance Education (BSDE) Impact Team and local early childhood centres. The school is developing partnerships with a variety of universities.

The transition to secondary school program includes visits by key secondary staff members, orientation visits and engagement in secondary school activities. Students in Year 6 have the opportunity to attend days of excellence in science, English and music at the high school. School student leaders attend a special cluster leadership day at the high school. Transition includes the sharing of information between schools with students with a disability data and support needs discussed between special education staff members.

The school is a member of the Bayside Excellence Teaching Alliance. This alliance provides professional learning opportunities for members of cluster schools. Principal, deputy principal and HOC networks suggest possible professional learning opportunities for the alliance to explore.

The school has developed positive relationships and a structured transition program with local early childhood providers to support the transition of children to Prep classes. There is some sharing of practice between the school and early learning providers with staff members escorting children to transition days and working with teachers during the program and attending the parent information sessions. The school is exploring ways to support feeder childcare centre staff to attend professional learning sessions. Local early learning providers speak positively of the school and place great value on maintaining their close relationship with the school.

Leap into Prep transitions pre-Prep students into the school. A 10 week program over Terms 3 and 4 allows enrolled students and their parents to attend play sessions within the Prep classrooms. Parents are offered a range of information sessions whilst their child engages with teachers.

The Parents and Citizens' Association (P&C) manages the tuckshop and uniform shop. Annual events are conducted by the P&C to raise funds for targeted projects including a plan to provide solar panels and air-conditioning for the whole school. The school is investigating ways to increase P&C membership. Parents are willing volunteers in the classroom and support school celebrations and major events.

The school music program includes strings, band and choirs. Participation in the performing arts program is significant and valued by the broader community with the school hosting a school musical every second year. The P&C provides funds for the Arts by holding school discos. The school music program features in a range of community events and competitions.

The school celebrates National Aborigines and Islanders Day Observance Committee (NAIDOC) week through Indigenous games and inviting Indigenous groups into the school.

Community representatives express appreciation for the welcome that is provided to them by the school and the invitations they receive to share in school celebrations.

The school has a long association with the Supporting People Experiencing Learning Difficulties (SPELD) association and regularly has teachers and parents access professional learning opportunities and information sessions held within and outside the school.

The school Adopt-a-Cop and chaplain are active participants in the school community and add a further layer to supporting the wellbeing needs of students. The chaplain provides a breakfast club on Tuesday and Thursday mornings that is supported by the Redlands Foodbank. After school sporting opportunities, lunchtime clubs and individual support for students and families are other features of the chaplaincy service.

Most partnerships are yet to be documented with a review plan regarding the impact of these partnerships on improving student learning and wellbeing. Seeking more formal strategic partnerships with agreed upon processes for resourcing, implementation and review, with local organisations and business that can directly assist student learning could yet be undertaken.

Improvement strategies

Explore further partnerships with universities to support the school's EIA and student learning and wellbeing.

Establish processes to plan document and review partnerships in relation to their benefit for student learning.