School Improvement Unit
Report

Gargett State School
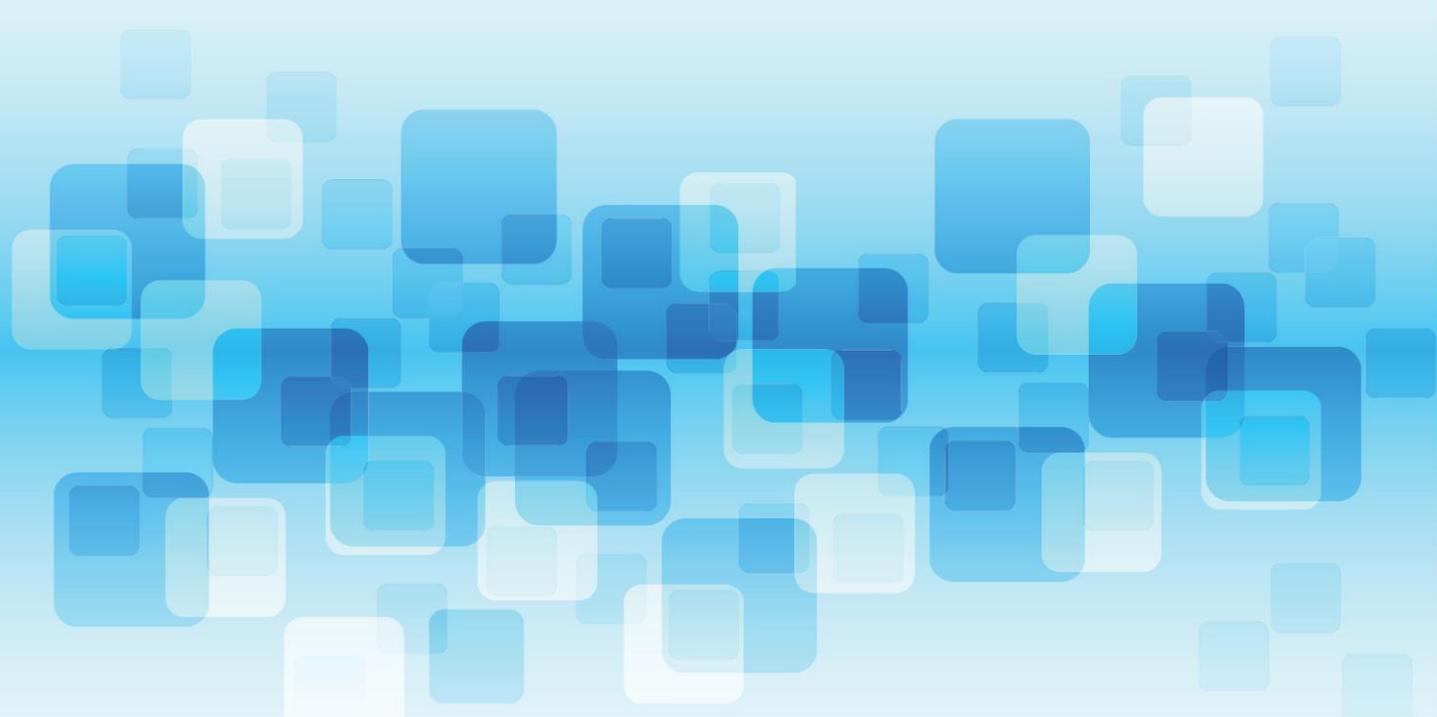
Contents

1. Introduction

1.1 Background

This report is a product of a review carried out at Gargett State School from 28 to 29 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:	Tom Lynch Street, Gargett
Education region:	Central Queensland Region
The school opened in:	1914
Year levels:	Prep to Year 6
Current school enrolment:	23
Indigenous enrolments:	17 per cent
Students with disability enrolments:	Eight per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976
Year principal appointed:	2008
Number of teachers:	1.44 (full time equivalent)
Nearby schools:	Eungella State School, Finch Hatton State School, Pinnacle State School, Mirani State School, Mirani State High School, Marian State School, North Eton State School
Significant community partnerships:	Reef Guardian
Significant school programs:	nil

1.3 Review methodology

The review was conducted by a team of two 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 two days

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

  - Principal

  - Support Teacher Literacy and Numeracy (STLaN)

  - Head of Curriculum (HOC) and Two teachers

  - Two teacher aides and Administration officer (AO)

  - Chaplain

  - Four cluster principals

  - Parents and Citizen's Association (P&C) president

  - Three community members

  - Regional early childhood education officer

  - Cleaner

  - Eight parents and 23 students

1.4 Review team

Lesley Vogan   Internal reviewer, SIU review chair
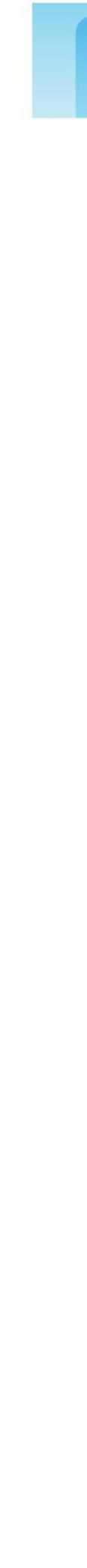
Heather Castle   Peer reviewer

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

- Staff members demonstrate an understanding of the importance of positive and caring relationships to support successful learning.

  All staff members, parents and students have an obvious sense of belonging and speak of the family feel of the school. Parents speak highly of the caring relationship between staff members and students.

- The school appreciates and values students' varying cultural backgrounds.

  Walls are decorated in brightly coloured murals co-painted by students and an Indigenous artist. The art work represents aspects of Aboriginal, Torres Strait Islander and Australian South Sea Islander cultures. Members of the communities are highly appreciative of the murals and art poles in the school, and feel welcomed in the school grounds.

- The school principal and staff members are committed to improving the learning and wellbeing outcomes for all students and an improvement agenda is outlined in the school's Explicit Improvement Agenda (EIA) 2016.

  This agenda details three key priorities of writing, numeracy and expert teaching teams. The action plan outlines the three school priorities and articulates actions for improvement, resources, some targets, goals and timelines. The agenda is yet to be expressed in terms of specific improvement sought in student performance.

- The principal fosters a culture of continuous improvement and models professional learning in the school.

  Staff members articulate ongoing conversations with the principal on management, health and safety issues, and student academic and wellbeing needs. Formal staff meetings with agendas, although scheduled fortnightly, are not a regular occurrence in the school.

- Priority areas of literacy and numeracy are delivered across all curriculum areas.

  The school is developing writing, reading and number frameworks to support student proficiency in literacy and numeracy. These frameworks will outline an evidenced-based approach of best practice in the teaching of reading, writing and number.

- All staff members articulated the importance of providing feedback to students.

  School staff members have introduced 'two stars and a wish' to provide feedback to students on their writing. This practice is in the beginning stages. Most feedback in bookwork describes effort. Students are unsure of the terminology 'feedback' and had difficulty articulating the next steps in their learning.

- The setting of learning goals is identified in the school's documents as an effective strategy for future learning.

  Implementation of student learning goals has commenced and is yet to be fully realised. Some students are able to articulate the reading level to which they aspire. Many students are uncertain of their writing goal.

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

  Parents and families are recognised as important contributors to their child's education. Parents are positive regarding their relationship with the school. They value the level of information provided regarding their child's learning, and the range of channels used by the school to keep them informed, including newsletters and Facebook.

2.2 Key improvement strategies

- Review the school's EIA to ensure priority areas are expressed in terms of specific improvements sought in student performances.

- Formalise a routine and structure for staff members to meet to discuss school priorities and student academic and wellbeing needs.

- Develop and embed frameworks that describe the school's best practice approach to the teaching of reading, writing and numeracy.

- Build staff members' expertise in providing regular and timely feedback that makes clear the actions students can take to make further learning progress.

- Build staff members' skills in developing learning goals for students that assist students to monitor their own learning.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school principal and staff members are committed to improving the learning and wellbeing outcomes for all students. An improvement agenda is outlined in the school's Explicit Improvement Agenda (EIA) 2016. This agenda details the three key priorities of writing, numeracy and expert teaching teams.

The action plan outlines the three school priorities and articulates actions for improvement, resources, some targets, goals and timelines. The agenda is yet to be expressed in terms of the specific improvement sought in student performance.

Priority areas are established following an analysis of school data over time, and in consultation with school and regional staff.

The school focus on writing includes the development of a school writing policy that details the writing skills to be taught in each year level. The Central Queensland Student Support System (CQ3S) is used to inform the teaching focus, this is followed by explicit instruction (EI) on writing and daily writing tasks. A bank of writing exemplars and moderation is supporting teacher judgement and informing future focus.

Problem-solving and higher order thinking strategies are the key focus areas for the school's numeracy priority. Regular reviews of student workbooks and the weekly explicit teaching of problem-solving strategies and rapid recall of number facts are strategies outlined in the EIA.

Writing and numeracy strategies are scheduled into the school timetable. Teacher aides are an integral part in delivering programs.

The principal has identified key drivers to build an expert team. These include principal participation in the Queensland Education Leadership Institute (QELi) coaching and feedback program, and a cluster school program of observation and feedback. Teacher aides are to be offered Professional Development (PD) regarding the school priorities.

The improvement agenda is communicated in a variety of ways including school documents, newsletters, staff meetings and Parents and Citizens (P&C) meetings. The school community is aware of the focus on writing.

There is an optimistic commitment by all staff members to improve student learning outcomes. The principal expects and models high expectations for student learning and seeks evidenced and researched best practice models to support the improvement agenda.

The school principal works closely with local cluster schools, regional resources and communities, including Aboriginal, Torres Strait Islander and Australian South Sea Islander communities, to enhance the learning opportunities of students.

The school assessment and data collection framework ensures student progress towards targets is monitored, and programs and initiatives are evaluated for their effectiveness.

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, school professional development days, professional development plans, school website, Facebook Page, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Review the school's EIA to ensure priority areas are expressed in terms of specific improvements sought in student performances.

3.2 Analysis and discussion of data

Findings

The principal places a high priority on the systematic collection of a range of student learning outcome data.

The school Whole-School Curriculum, Assessment and Reporting Framework identifies a range of systemic and school-based assessments to reflect and guide all decisions in relation to teaching, learning and assessment to meet the needs of students.

The principal can demonstrate that assessment data is used to monitor school-wide achievement in literacy and numeracy, key learning areas and student wellbeing.

The school's data plan identifies that curriculum data, differentiation data and behaviour data, positive and negative, are collected. Behaviour data is monitored and is used to identify students who will receive positive reinforcers and participate in the 'A Plus' rewards day at the end of each term.

The principal and the Head of Curriculum (HOC) are able to articulate how they use data to identify starting points for teaching in reading and spelling. PM Benchmark, PROBE running records, and a diagnostic test from Words their Way are administered to determine starting points for teaching focus. The National Assessment Program — Literacy and Numeracy (NAPLAN) marking guide and the school developed writing checklists are the assessment tools used to determine student writing proficiency.

Student learning data is discussed and analysed formally and informally by staff members. The principal and Support Teacher Literacy and Numeracy (STLaN) spend time determining student needs from assessment pieces, pre- and post-tests and anecdotal notes from teacher aides. Teacher aides are highly skilled and administer some of the regular daily and weekly tracking assessments in reading, numeracy and spelling in all grades.

The principal and STLaN have undertaken item analysis of the NAPLAN data to identify response patterns and gaps in student knowledge to inform the delivery of school curriculum. The school is in the process of building a data wall to monitor student progress over time and enhance staff members' discussions on student learning needs.

Student data is stored on OneSchool and the principal indicates further training in the full use of OneSchool as an identified professional learning focus for all staff members.

Building staff members' skills in data analysis is identified as a priority in the school's strategic documents and included in the school's Professional Development Plan (PDP), 2016. This PD is yet to be provided.

The small cohort of students in Year 3 and in Year 5 should be considered when reviewing 2015 NAPLAN data.

The Mean Scale Score (MSS) for Year 3 students 2015 NAPLAN data is above Similar Queensland State Schools (SQSS) in the areas of reading, spelling, grammar and punctuation and numeracy and similar in the priority area of writing.

The school's MSS for Year 5 NAPLAN 2015, is below similar SQSS in reading, spelling, grammar and punctuation, and similar in writing and numeracy.

In NAPLAN 2015, all students in Year 3 achieved National Minimum Standard (NMS) in all strands. Year 5 all students achieved the NMS in reading, writing and number.

The percentage of students achieving in the Upper Two Bands (U2B) in Year 3 NAPLAN 2015 is above SQSS in the areas of reading, spelling, grammar and punctuation, and numeracy, and below in writing. In Year 5, the percentage of students in the U2B is below in reading, spelling, grammar and punctuation, writing and numeracy.

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, school professional development days, professional development plans, school website, Facebook Page, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Explore ways to display and further communicate student improvement data to staff members, students and parents.

Continue to skill all staff members in the use of electronic data management to monitor student improvement data.

3.3 A culture that promotes learning

Findings

Staff members demonstrate an understanding of the importance of positive and caring relationships to support successful learning. All staff, parents and students have an obvious sense of belonging and speak of the family feel of the school.

Parents speak highly of the caring relationship between staff members and students. Parents express pride in the history and tradition of the school. The recent school centenary celebration has furthered the positive perceptions of the school and strengthened partnerships in the wider community.

Clearly articulated channels of communication are implemented including fortnightly newsletters, Facebook page and the school website. The principal is highly visible in the school and community and meets with all families regularly. Parents speak highly of the availability of all staff members to discuss student learning and wellbeing needs.

The school views parents as integral members of the school community and encourages their participation in the student learning. Parent training and information sessions are routinely offered. A support-a-reader training program is currently running on a Wednesday afternoon.

A small and active P&C provides financial and wellbeing support to the school. Funds raised are directed at financing opportunities to enhance student participation in camps, excursions and sporting events. Events are planned to welcome new community members.

All staff members invest time in ensuring the school is welcoming and presents an attractive environment. The principal spends time caring for the school gardens, and the school cleaner provides signage to brighten the environment and present fun facts for students and parents to consider.

The school appreciates and values students' varying cultural backgrounds. Walls are decorated in brightly coloured murals co-painted by students and an Indigenous artist. The art work represents aspects of Aboriginal, Torres Strait Islander and Australian South Sea Islander cultures. Members of the communities are highly appreciative of the murals and art poles in the school and feel welcomed in the school grounds.

The school's values of Be Safe, Be Respectful and Be Responsible are well known and can be articulated by students, staff members and parents. The expectations of each value are illustrated in the behaviour matrix, which is included in the school's Responsible Behaviour Plan for Students (RBPS). There is regular communication of behaviour expectations through the school's fortnightly newsletter, Facebook page and school website. A school-wide process is implemented to respond to positive and inappropriate behaviours. These processes are known by the students and staff members, and are being implemented across the school. The RBPS is currently under review.

In 2015, attendance levels were 94.1 per cent. The current attendance level is 94.9 per cent, with 4.2 per cent of students attending less than 85 per cent of the time. An attendance policy, which details proactive strategies and processes to respond to absenteeism, is developed. School attendance data is monitored regularly and some proactive measures are established to promote regular attendance, including newsletter communication.

The 2015 School Opinion Survey (SOS) data indicates 100 per cent of parents would recommend this school to others.

In the 2015 SOS data, staff morale is above like schools, with 100 per cent of staff members indicating that there is positive staff morale at the school.

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 Principal interviews

Improvement Strategies

Develop processes to review and update the RBPS for students.

3.4 Targeted use of school resources

Findings

The principal has processes to identify and respond to student needs through the allocations of staff and resources. A teacher employed one day per week to provide administration time for the principal is responsible for delivering the science, technology and arts program. With the help of the teacher aides, all students are engaged in inquiry, design and experimentation during this day. All students speak highly of this program.

The principal works with cluster schools to purchase HOC time. School funds provide two days per term of HOC time. The school uses the experience of the STLaN to fill these two days. The expertise of the HOC is used to further the school's EIA.

There are school-wide programs and approaches for students requiring additional support. The STLaN works one day per week in the school and supports students in the priority area of writing. Support programs and achievement data are recorded on OneSchool.

A visiting special education teacher supports the two verified students in the school. One afternoon a week the teacher works within the classroom with students, provides resources and support for the principal and teacher aides, and completes necessary administration tasks. A guidance officer is available on an as needs basis.

The Investing for Success (I4S) funds of $9 520 purchases extra teacher aide time to support in-class interventions for Prep to Year 2 students, support for individual students with writing, and to fund PD programs for school staff members in data analysis and diagnoses.

The P&C and principal have accessed grant funding to provide shade structures and playground rubber soft-fall.

The principal has enhanced the school facilities to include a kitchen area for the Kids in the Kitchen program, vegetable gardens, sandpit, shade structures and covered play areas. The grounds and gardens provide space for physical activity and exploration.

Classroom spaces allow for whole group, small group and individual learning spaces. They are well-resourced and attractive.

Walls are covered in colourful murals co-painted by students and an Indigenous painter and three totems in the front of the school represent the Aboriginal, Torres Strait Islander and Australian South Sea Islander communities.

An administrative assistant (AO) works at the school on Monday, Wednesday and Friday. The AO currently manages human resources, facilities, finance and enrolments. The principal and AO attend the regional budget planning workshop and cooperatively develop the school budget. The AO is part of a cluster network and has been accepted into the Business Services Manager (BSM) study and leadership course.

The school is well-resourced with a library resource centre and computers. A teacher aide is allocated to manage library resources. The school uses the help desk and the technician from the local high school to maintain and repair information technology resources. The school is on the waiting list for a wireless connection.

The school budget aligns with the school's improvement agenda. The school current bank balance is $65 486.

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, school professional development days, professional development plans, school website, Facebook Page, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Continue to align the budget with the school's improvement agenda.

Further explore opportunities to work with local cluster schools to access support services for students.

3.5 An expert teaching team

Findings

The school places a priority on attracting, retaining and developing the best possible staff. The principal provides opportunities for students studying at Central Queensland University to complete work experience and practicum placements.

The principal works with regional staffing to identify teaching and support staff members to best fit the culture of a small school teaching circuit.

The principal fosters a culture of continuous improvement and models professional learning in the school. The principal has accessed the services of QELi and participated in a coaching and mentoring course, and works with experienced principals and teachers in the region.

The principal has established strong professional networks with local cluster schools and is described by colleagues as the driving force behind many of the cluster activities. Cluster principals meet at least once per term for professional conversations, moderation and sharing of resources.

An observation and feedback process aligned to Explicit Instruction (EI) is a feature of the cluster principals' collegial and professional association. Principals nominate three of the sixteen micro skills of EI to demonstrate and receive feedback on. Cluster schools share information on PD opportunities and will host different agendas.

The principal and STLaN articulate robust formal and informal conversations directed at improving student learning outcomes. Teacher aides are encouraged to participate in the conversations. Teacher aides report a high level of satisfaction with the opportunities to attend professional learning activities, and the time the principal spends with them to develop their understanding and skills.

All staff members have individual Professional Development Plans (PDP) and the school has a professional learning overview. The PDP documents learning opportunities for all staff members, including teacher aides, aligned to systemic, personal and school priorities. The school budget supports this plan.

Staff members articulate ongoing conversations with the principal on management, health and safety needs, and student academic and wellbeing needs. Formal staff meetings with agendas, scheduled fortnightly, are not a regular occurrence in the school.

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, school professional development days, professional development plans, school website, Facebook Page, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Formalise a routine and structure for staff members to meet to discuss school priorities, and student academic and wellbeing needs.

3.6 Systematic curriculum delivery

Findings

An explicit, coherent, sequenced plan for curriculum delivery is developed. The small school context of multiple year levels in a single class requires a complex curriculum plan to ensure all students receive their entitled curriculum. A two year curriculum cycle that is mapped against the Australian Curriculum (AC) and audited for vertical alignment is established. The curriculum plan has been developed by cluster principals and quality assured by regional personnel.

The school's curriculum is resourced by the Curriculum to the Classroom (C2C) resource units of work and assessment tasks.

Students are grouped in pods of Prep to Year 2, Years 3 and 4 and Years 5 and 6. These groupings enable staff members to provide depth of coverage in learning areas and peer-to-peer discussion and sharing of knowledge.

Priority areas of literacy and numeracy are delivered across all curriculum areas. The school is developing writing, reading and number frameworks to support student proficiency in literacy and numeracy. These frameworks will outline an evidenced-based approach of best practice in the teaching of reading, writing and numeracy.

A feature of the school's curriculum is the focus on intercultural understandings. The principal accesses the local and regional resources to promote the understanding of different community cultural groups. National Aboriginal and Islanders Day Observance Committee (NAIDOC) and cultural days provide opportunity for students to build understanding and celebrate the cultures of Aboriginal, Torres Strait Island and Australian South Sea Islander cultures.

The Kids in the Kitchen and Reef Guardian programs build on students' local and prior knowledge, and provide engaging and challenging learning experiences for students.

A teacher delivers the science, technology and the arts program. Key concepts of these learning areas are integrated to enable inquiry, investigation, critical and creative thinking. The school is developing a higher order thinking strategy to support all learning areas.

Assessment processes are aligned with the curriculum and designed to establish where students are in their learning and diagnose details of gaps in knowledge and understanding. The C2C resource assessment tasks and the Guides to Making Judgements (GTMJ) are used in many of the learning areas. Students have access to exemplars and criteria matrix to clarify expected standards. The school uses internal and external moderation to quality assure teacher judgements.

The language studied in Years 4–6 is Japanese and the program is delivered by a visiting languages' teacher. The music program offered by classroom teachers includes opportunity to learn the recorder.

Reporting processes are aligned with the curriculum and provide parents and families with information regarding the achievement of curriculum intentions and progress over time.

Some student reports detail the next steps of learning. Report cards are issued twice a year and parents are invited for formal interviews.

The plan for curriculum delivery is shared with parents and families at P&C meetings and through the newsletter and parent workshops.

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, school professional development days, professional development plans, school website, Facebook Page, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Develop and embed frameworks that describe the school's best practice approach to the teaching of reading, writing and numeracy.

Embed the school's higher order thinking skills program within the curriculum.

3.7 Differentiated teaching and learning

Findings

The principal and staff members demonstrate a strong commitment to the belief that students are at different stages in their learning and may be progressing at different rates.

Staff members take this belief into consideration when planning activities and learning opportunities to cater for individual learning needs.

Staff members identify starting points for learning through the collection of formal and anecdotal data to inform teaching practice. Groups are structured across classes to cater for students at different points in their learning. All students have tailored and sustained interventions and enhancements to support their learning, and staff monitors their progress over short and long periods of time.

Currently one student is on an Individual Curriculum Plans (ICP). The principal, STLaN, and parents are all part of a case management approach to cater for the needs of this student. ICP are reviewed regularly.

The setting of learning goals is identified in school documents as an effective strategy for future learning. Implementation of student learning goals has commenced and is yet to be fully realised. Some students are able to articulate the reading level to which they aspired. Many were uncertain of their writing goal.

The principal identifies teacher aides as an important resource in the school and is supporting teacher aides to build a bank of strategies to address student needs when they are working with small groups and individuals. Teacher aides discuss adjustments they may have made to student support programs with the teacher and principal following an intervention session.

A series of school writing checklists are developed to support teacher and teacher aides when working with students. The checklists are designed for direction and reflection on practice and cover areas of engaging reluctant writers, preparing for writing and stages in the writing process. The principal and STLaN intend to engage with staff members on their reflections.

The principal places a priority on students who require additional support and seeks personnel and organisations outside the school to re-engage these students. The school Adopt-a-Cop and Indigenous support groups work with students on a needs basis.

Staff members work to understand students and their needs and attention is paid to students in need of support. This is less evident for high performing students.

Students interviewed articulated they are happy with the level of challenge provided in their curriculum and the level of support staff provided. Parents indicate high satisfaction levels with the individual support provided to their child.

Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 20xx, pedagogical framework, curriculum, assessment and reporting framework, differentiation planner, OneSchool, staff, student, parent and leadership team interviews.

Improvement Strategies

Build staff members' skills in developing learning goals for students that assist students to monitor their own learning.

Develop and embed expectations for engagement of high performing students.

3.8 Effective pedagogical practices

Findings

The principal and staff members set high expectations for student progress and communicate these expectations to students and families.

The principal recognises that effective teaching is the key to improved student outcomes and is a member of strong professional cluster networks. Staff members are committed to improving teaching practices that are impacting on student learning. The school's pedagogical framework aims to enhance learning outcomes for all students using a wide variety of effective teaching and learning.

A documented pedagogical framework is being implemented which is research-based and aligned with EI principles and practices based on the Dimensions of Teaching and Learning (DoTL). The framework describes five dimensions of learning curriculum intent, assessment, sequencing teaching and learning, making judgements and feedback. School expected practice is outlined in each of the dimensions. The Archer and Hughes[1] EI model is one of the four strategies in the sequencing teaching and learning dimension.

The school EIA details the use of EI to embed practices to improve student achievement in the school's priority areas of writing and numeracy. The school's professional learning plan documents opportunities for teachers and teacher aides to build their understanding of EI. This professional learning is yet to be implemented.

Teaching staff know and utilise EI as the preferred pedagogical approach, and the components of EI including the use of the I do, We do, You do methodology. Reference to warm ups, rapid recall routines and plough-back are visible in the classroom.

The principal is a participant in cluster observation, feedback and coaching networks. At least once per term, principals from the small school cluster give and receive feedback following observations of classroom practice. Participants choose an agreed set of three EI micro-skills to demonstrate and receive feedback.

School staff members have introduced Two Stars and a Wish to provide feedback to students on their writing. This practice is in the beginning stages. Most feedback in bookwork describes effort. Students are unsure of the terminology 'feedback' and had difficulty articulating the next steps in their learning.

Staff members use some digital pedagogy to engage students in the curriculum. The science teacher includes learning objects to support the science and technology curriculum. The school subscribes to on-line eLearning mathematics, reading and extension literacy programs. It is anticipated the installation of wireless technology will allow for further exploration in this area

---

[1] Archer, A. L., & Hughes, C. A. (2011). Exploring the foundations of explicit instruction. *Explicit instruction: Effective and efficient teaching*, 1-22.

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, school professional development days, professional development plans, school website, Facebook Page, school newsletters, staff, student and leadership team interviews.

Improvement Strategies

Build staff members' expertise in providing regular and timely feedback that makes clear the actions students can to take to make further learning progress.

Provide professional learning for teacher aides regarding aspects of the EI model.

3.9 School-community partnerships

Findings

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

Parents and families are recognised as important contributors to their child's education. Parents are positive regarding their relationships with the school. They value the level of information provided regarding their child's learning, and the range of channels used by the school to keep them informed, including newsletters and Facebook.

Beneficial partnerships with local schools, agencies and community groups including Reef Guardians, the Fire Brigade and the local police are fostered by the school. These relationships are supported by the school's community.

The school is a member of the Reef Guardian program and participates in activities to protect the environment and the reef. These include tree planting and the future leader's eco-challenge. Students are responsible for monitoring the schools' environmental impact and have a number of positions including garbage, electricity and security busters.

The school clusters with a local school to participate in an annual fire safety program delivered by the local fire brigade. Parents and playgroup members are invited to attend.

The school community reports that there is consistent involvement from the Adopt-a-Cop in school activities and they speak highly of the relationships developed through this program. The police representative comments on the enjoyment of being involved in the school and reports that staff members are appreciative, supportive and responsive to their involvement.

The local schools working together to support student learning is visible through the Pioneer Valley Cluster. Principals are in regular contact with one another, and specialists and support staff members are shared across the schools. The school principals support each other in the curriculum, PD, transition, sporting, cultural activities and wellbeing.

A playgroup program affiliated with Play Groups Queensland is run one morning per week, by a school funded teacher aide, under the guidance of the principal. It is attended by a small number of students. Playgroup students are included in school celebrations and activities and the Prep students spend time interacting with the playgroup families.

Students have the opportunity to participate in many activities in the school and wider community including Whitsunday Voices – youth literature festival, choral festival, cluster mathematics competition, cluster public speaking competition and sports competitions.

The principal is mindful of the school community being visible and active in the wider community. The school participates in the local ANZAC Day and Remembrance Day activities. Senior students read a poem and lay a wreath at the cenotaph.

Year four students participated in the Australian War Memorial Remember Me Sound Scape project. This project captured the voices of students from around Australia as they read the names of those service men and woman who appear on the WW1 roll of honour.

The school has mutually beneficially relationships with local businesses. Where possible the school purchases services and goods locally and the businesses provide funds and goods for school fundraisers.

A small number of school families are represented in the school's P&C. The committee meets regularly to discuss upcoming events, fundraising and the school's priorities. The P&C makes positive contributions to the school by organising and supporting school events. The P&C provides additional resources to support school priorities. Fundraising activities include catering for the workers and judges at the local Pioneer Valley Show and sausage sizzles at local stores and election booths.

The school appreciates and values student's varying cultural backgrounds. Walls are decorated in brightly coloured murals co-painted by students and an indigenous artist. The art work represents aspects of Aboriginal, Torres Strait Islander and Australian South Sea Islander cultures. Members of the communities are highly appreciative of the murals and art poles in the school and feel welcomed in the school grounds. Community members support the school celebrations of NAIDOC and cultural days.

A transition to secondary school program with Mirani High is developed. The secondary school deputy principal brings past students of the school, and junior and senior leaders to speak to students. Students have a number of opportunities to visit the high school and participate in the Why Lead program and spend time in the high school environment. Students are able to apply for cultural, sporting and academic scholarships.

While Year 6 students are attending the high school transition day, Year 5 students attend a leadership skills day with other cluster primary schools.

The school works with the regional early childhood team to build family partnerships and establish the school playgroup. Contact is made with local kindergartens and long day care centres to share information regarding the first year of school and enrolments. In fourth term, pre-Prep students visit for activity sessions with the whole school.

Supporting data

Annual Implementation Plan 2016, School Improvement Agenda 2016, school improvement overview 2016, School Data Profile, Headline Indicators, school website, school newsletters, staff, student, parent, community and principal interviews.

Improvement Strategies

Review school partnerships to ensure partnerships are having their intended impact of improving outcomes for students.

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.