



School Improvement Unit Report

Guluguba State School





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1. Introduction

1.1 Background

This report is a product of a review carried out at **Guluguba State School** from **11 to 12 August 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:	Fosters Road, Guluguba
Education region:	Darling Downs South West Region
The school opened in:	1917
Year levels:	Prep to Year 6
Current school enrolment:	6
Indigenous enrolments:	nil
Students with disability enrolments:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1037
Year principal appointed:	2011
Number of teachers:	1.2 (full-time equivalent)
Nearby schools:	Wandoan Prep – Year 10 State School, Miles State School, Grosmont State School
Significant community partnerships:	School Centenary Committee, Miles Cluster
Significant school programs:	Ready Reader, Playgroup



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 (ARD)
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Teaching principal
 - Classroom teacher
 - Teacher aide
 - Teacher aide/administration officer
 - Six students
 - Parents and Citizens' Association (P&C) president
 - Groundsman and parent
 - Playgroup parent
 - Two past parents/community members
 - Ready Reader tutor
 - Principal Grosmont State School
 - Principal Miles State High School

1.4 Review team

Peter Cooper	Internal reviewer, SIU (review chair)
Susan Cannon	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

- The school is a hub for social interaction in the local area and makes a significant contribution to the building of social capital in an isolated rural community.

Parents speak of the important role that the school plays in the lives of families and express their high regard for the work of staff members and the contribution staff members make to the education and welfare of students. Parents regard themselves as partners with staff members.

- The school has established an environment which is inclusive, caring and driven by a concern for individual learning and welfare of every student.

This environment is supported by the priority that is given to building mutually respectful relationships between staff members, students and parents. Parents are regarded as partners in their child's learning. Parents speak positively regarding the culture of the school, the commitment of the staff to their child's learning and welfare, and to the fact that they are always respected and made to feel welcome when they attend the school.

- The principal and staff members are united and committed to the core objective of improving the learning outcomes for all students in the school.

The principal and staff members are committed to providing a quality education to students in a small, rural and remote school. Challenges, relating to the provision of a broad and rich school experience, are addressed collaboratively and flexibly by staff members. Timelines and monitoring processes are yet to be articulated consistently in all strategic documents.

- A plan for the systematic collection of a range of student outcome data including assessment data, standardised data and quality classroom assessments is developed.

Portfolios of assessments are stored in individual student folders. Links between assessment instruments identified in the 'Tools, Standards and Targets Framework' and assessments identified in the portfolio of student assessment cover page are as yet unclear. A consistent approach to the storage and analysis of data to inform next steps for teaching is developing. Staff member skills in data analysis are developing.

- An explicit, coherent and sequenced plan for curriculum delivery across the school is developed.

The curriculum plan makes clear what, and when, teachers should teach and students should learn. Reading, writing, editing and number frameworks formalising school-based practices are yet to be developed.



2.2 Key improvement strategies

- Collaboratively develop a sharp and narrow improvement agenda which identifies priorities with associated strategies, timelines, achievable and measurable targets, monitoring and appropriate budget. Communicate and promote the agenda to the whole school and wider community.
- Collaboratively review the program for the collection and analysis of student data for consistency and relevance.
- Review and align the 'Assessment and Monitoring Schedule'.
- Continue to build the capacity of staff members in data collection and analysis to improve student learning.
- Develop whole-school frameworks for key priority learning areas.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The principal and staff members are united and committed to the core objective of improving the learning outcomes for all students in the school.

The three levels of strategic documents which includes the Strategic Plan 2013–2016, which identifies three strategies to be addressed in 2016. These included: the focus on high quality teaching practices, implementation of actions to improve reading and the focus on enhancing leadership skills associated with coaching and feedback.

The Annual Implementation Plan (AIP), 2016 lists actions under each of these strategies identified to be addressed in the Strategic Plan 2013–2016. Actions to address high quality teaching practices include: to develop alignment and a logical sequence for learning across a multi-age classroom as a school cluster project and Professional Development (PD) within the cluster of schools' in the school's pedagogical framework.

Actions to address improvement in reading include: the completion of PD in dyslexia training, use of Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS), the analysis of data to improve performance, reading sessions for parents of students aged under five years, the development and implementation a whole-school reading program, support for the introduction of Abecedarian Approach¹ to reading in playgroup, development of an oral language program for Prep – Year 1, and the employment of teacher aide to support early literacy. Timelines are yet to be included in the AIP.

The Explicit Improvement Agenda (EIA), 2016 identifies two goals: the teaching of reading across all year levels, and oral language and reading development for playgroup and Prep. Targets are set and related to regional targets, Levels of Achievement (LOA) A-E in English, the provision of PD, playgroup attendance, and National Assessment Program – Literacy and Numeracy (NAPLAN). Processes to monitor progress towards these targets are developing.

The school makes an effort to understand current student achievement through collection of a range of learning data and progress over time. The individual needs of students are considered when addressing needs of engagement and challenges relating to students in remote rural areas. Consideration of these needs is a factor in establishment of the school playgroup.

¹ Sparling, J., Ramey, C.T., and Tayler, C.P., (2014). 3a – Abecedarian Approach Australia, Melbourne Graduate School of Education.



A range of targets are set relating to the improvement agenda. These targets relate to attendance, percentage of students in the U2B in NAPLAN and LOA in English. These targets are communicated to parents through the school newsletter.

The principal and staff members are committed to providing a quality education to students in a small rural and remote school. Needs relating to the provision of a broad and rich school experience are addressed collaboratively and flexibly by staff members.

The school communicates clearly that it expects all students to learn successfully and has high expectations. Attendance is promoted through the school newsletter. Staff members use a range of positive reinforcements in the classroom to encourage student engagement.

Strategies for improving levels of student achievement and wellbeing are clearly demonstrated.

Systematic processes for the monitoring of progress towards targets and evaluating whether programs are achieving the planned outcomes are developing.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, Tools, standards and targets framework, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, school playgroup document, school website, school newsletters, staff, student and principal interviews.

Improvement Strategies

Collaboratively develop a sharp and narrow improvement agenda which identifies priorities with associated strategies, timelines, achievable and measurable targets, monitoring and appropriate budget.

Communicate and promote this narrow and sharp improvement agenda to the whole school and wider community.



3.2 Analysis and discussion of data

Findings

The school has developed a plan for the systematic collection of a range of student outcome data including test data, standardised data and quality classroom assessments. The plan for collection of the range of data is outlined in the Tools, Standards and Targets Framework. The framework identifies the range of assessment instruments, the term in which the instrument is administered, regional benchmarks and targets.

The data collected from the test instruments specified in the framework are aligned with the school's improvement agenda and with the national focus on literacy and numeracy. Data in relation to science is collected through quality classroom assessments from Central Queensland (CQ) multi-age science units. Systematic collection of data in relation to cross-curricular skills and attributes and student wellbeing are yet to be developed. Data in relation to social and emotional development are collected through acknowledgement of students demonstrating the skills identified in the You Can Do It² (YCDI) program.

The range of instruments used to collect student learning data in literacy includes spelling pre and post-assessments, Words Their Way spelling inventory, PAT- SPG, Brigance screener, PAT-Vocab, CARS, PAT-R, PM Benchmarks, and informal prose inventory. In numeracy, CQ benchmark term test, North Coast diagnostic tests, number facts test, Curriculum into the Classroom (C2C) resource assessments and PAT-M. Portfolios of assessments are stored in individual student folders. Links between assessment instruments identified in the 'Tools, Standards and Targets Framework' and the assessments identified in the portfolio of the student assessment cover page are unclear.

The school uses data to identify starting points for improvement and to monitor progress over time. Item analysis of NAPLAN results is shared with parents. PAT-R and PAT-M results are entered on OneSchool for analysis across the district. A consistent approach to the storage and analysis of data to inform next steps for teaching is developing. Staff skills in data analysis are developing.

Data is used to build a culture of self-evaluation and reflection. Each student has a folder in which they track their own attendance and progress in a maths facts speed test, 50's club. Attendance, behaviour data and data relating to social and emotional skills are displayed on the classroom walls. Data relating to progress towards 120 nights of reading at home is tracked and displayed. Students are engaged in the data collection process and speak positively of the effect of the strategy in working towards improving their results.

Student feedback is sought in a one-on-one student assisted functional assessment interview. The interview gathers data on student perceptions of their own learning and

² Bernard, M.E. (1995) Program Achieve – You Can Do It, Australian Scholarships Group.



what helps them to learn better. Data is used to individualise instruction and is communicated to parents to develop a shared understanding of the student's learning and welfare needs.

Parents commented that feedback on school programs and operation is sought at Parents and Citizens' Association (P&C) meetings. Parents, whose child attends playgroup, are consulted on their opinion of the operation and effectiveness of the program.

The small number of students participating in NAPLAN, 2015 should be considered when interpreting this data. Two students in Year 3 participated in NAPLAN and one student in Year 5.

The current EIA prioritises reading.

The school's performance in relation to percentage of students in the (U2B) in NAPLAN 2015, when compared to Similar Queensland State Schools (SQSS) is above in Year 3 spelling and below in all other strands. In Year 5, the school's performance is above in reading, spelling and numeracy and below in writing, and grammar and punctuation.

The school's Mean Scale Score (MSS) for NAPLAN 2015, when compared to SQSS is below in Year 3 reading, writing, and grammar and punctuation and similar to in spelling and numeracy. In Year 5, school performance is above in reading, spelling and numeracy and similar to in writing and grammar and punctuation.

The school's performance in relation to the percentage of students at or above National Minimum Standard (NMS), NAPLAN 2015 when compared to Queensland State Schools (QSS), in Year 3 is above in all strands and in Year 5 is above in all strands.

The relative gain of students Year 3 – Year 5 when compared to SQSS 2012 – 2014 is similar to in reading and above in all other strands. Only one student participated in NAPLAN 2015 and relative gain compared to SQSS is not recorded.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, Tools, Standards and Targets Framework, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, School Playgroup document, school website, school newsletters, staff, student and principal interviews.

Improvement Strategies

Review the schedule for the collection and analysis of student data and align this with student assessment portfolios.

Continue to build staff member capacity in data collection and analysis to improve student learning.



Investigate the use of a data storage system, such as OneSchool, for data storage and analysis.

Collaboratively develop school-wide processes relating to collection of data on science, cross-curricular skills and attributes, levels of student resilience and social and emotional wellbeing.



3.3 A culture that promotes learning

Findings

The school has established an environment which is inclusive, caring and driven by a concern for the individual learning and welfare of every student. This environment is supported by the priority that is given to building mutually respectful relationships between staff members, students and parents. There is a strong rapport and mutual trust between staff members, who set a standard for cooperation and commitment to learning, which the students emulate.

Parents are regarded as partners in their child's learning. Parents speak positively regarding the culture of the school, the commitment of the staff to their child's learning and welfare, and to the fact that they are respected and made to feel welcome when they attend the school.

Parents greatly appreciate the Keeping in Touch (KIT) book which is used for communication with home. The KIT book is used on a daily basis and includes comprehensive information relating to the school's operation and messages for parents in relation to their child's learning and welfare.

A high priority on student and staff wellbeing is established which provides academic and non-academic support to address individual needs. The school plays an important and supportive role and acts as a hub for the local community.

Students can all articulate the school rules and are engaged in the strategies to promote pro-social behaviours in the school. Students can earn 'behaviour dollars' which can be spent at the end of the week on rewards. The five keys for success from the YCDI program are colour coded and corresponding coloured slips are put in each student's chart. Specific lessons in YCDI are yet to be introduced.

The older students decide on which of the school's behaviour expectations will be the focus for the week. The behaviour focus for the week is discussed at the weekly assembly and identified in the school newsletter.

The double classroom is a stimulating learning environment with colourful displays of reminders of routines, learning strategies, behaviour prompts and samples of student work. Student achievement is celebrated on the WOW Wall. School buildings and grounds are attractive, bright and well maintained.

The school promotes enquiry learning in relevant phases of the learning cycle and independent learning in a multi-age environment.

Parents speak highly of the school and the work of staff members. Staff members, parents and students all recorded 100 per cent satisfaction with the school in the 2015 School Opinion Survey (SOS).

The average rate of attendance in 2016 is 95.4 per cent. The school target is 95 per cent. All students attended for more than 90 per cent of the time.



Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, Tools, Standards and Targets Framework, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, School Playgroup document, school website, school newsletters, staff, student and principal interviews.

Improvement Strategies

Continue to maintain the positive school and community relationships, and the positive role of the school in the local area.

Investigate introducing lessons from the YCDI program.



3.4 Targeted use of school resources

Findings

Thoughtful and flexible consideration is applied to the allocation of financial, human and physical resources to support student learning and wellbeing.

The school is well resourced for its size with a wide range of physical and learning resources.

The school has a fleet of seven desk top computers. Funds are allocated through the budget to replace computers according to the replacement schedule. Funds are allocated in the budget to upgrade wireless connectivity to increase efficiency.

A significant school priority is the establishment of the school playgroup. The school, in partnership with the P&C, allocates funds to the program to ensure the success of the initiative. The playgroup offers a structured program for students aged five or less. The program has clearly identified goals to support future enrolments, facilitate transition to Prep, promote oral language and reading, and provide social interaction for students.

Investing in Success (I4S) funds of \$5 000 are committed to the playgroup program. Funds are allocated to employment of a teacher aide to manage the program and for purchase of resources. The parent feedback confirms the success of the Playgroup in achieving identified goals.

P&C make an annual contribution of \$5 000 to supplement school funds. These funds are used to employ a teacher aide to ensure the classroom teacher is supported by a teacher aide in all teaching sessions during the week. The teacher aide follows a carefully, prepared program.

School funds are allocated to increase teacher aide hours to deliver targeted programs to students requiring support.

Flexible curriculum delivery arrangements are established to enable staff to deliver support in a multi-age environment.

Clear processes to formally monitor these programs for outcomes are yet to be developed.

The physical space of the double classroom is used flexibly to accommodate students in a multi-age classroom working on a range of tasks and learning in a range of contexts.

The school has accessed a volunteer tutor to support reading, through the Ready Reader Program. The reading tutor provides structured reading support to students in Year 1 – Year 4.

The bank balance at 11 August, 2016, is \$98 385.



Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, Tools, Standards and Targets Framework, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, school playgroup document, school website, school newsletters, staff, student and principal interviews.

Improvement Strategies

Establish consistent monitoring processes to ensure programs achieve planned outcomes.



3.5 An expert teaching team

Findings

The school has a team of enthusiastic, dedicated and professional teachers and teacher aides who share responsibility for student learning and success. Parents and students speak highly of the teachers and support staff.

Small school cluster meetings, school PD days and online learning and informal staff meetings are used to enhance professional knowledge and skills of teachers and teacher aides.

The school values the role of teacher aides and provides informal coaching and feedback in daily curriculum delivery. Ongoing PD opportunities are still to be formalised for support staff and aligned with the school's improvement agenda. Support staff speak positively of engaging in PD opportunities and value the time and support given to them.

An induction program operates for all incoming teaching staff. An induction program for newly employed teacher aides is yet to be developed.

The annual performance review process promotes individual capability development and is aligned to the school's EIA and occurs for teaching staff. This process is yet to be developed for support and administration staff.

The school works to attract and employ quality teachers who have a high level content area knowledge. Specialist teachers deliver programs in music and Health and Physical Education (HPE). Languages are accessed online through Distance Education (DE).

The principal acknowledges the importance of developing all staff capability and is committed to the continuous improvement of learning and teaching. \$4 000 is allocated from the school budget for PD.

A professional learning plan aligned to school priorities is yet to be developed.

The principal engages in networking and the building of relationships that support leadership development in and beyond the school. The principal has developed curriculum documents and shares these with the local cluster of schools and within the region.

The strategic plan identifies, as a priority, the establishment of a school-based playgroup. This playgroup has been successfully established with funds allocated to provide a teacher aide to coordinate the playgroup program. The playgroup uses the Queensland Kindergarten Guidelines, Early Years framework and the Abecedarian Approach³ to guide

³ Sparling, J., Ramey, C.T. and Tayler, C.P., (2014). *3a Abecedarian Approach Australia*, Melbourne Graduation School of Education.



and provide evidence-based practices aimed at supporting successful transition to Prep for young learners.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, Tools, Standards and Targets Framework, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, School Playgroup document, school website, school newsletters, staff, student and principal interviews.

Improvement Strategies

Develop a professional learning plan aligned to the school's EIA and informed by staff members' Annual Performance Development Plans (APDP).

Develop APDP for all staff members.

Target PD in the school's priority areas.

Develop an induction program for all staff members.



3.6 Systematic curriculum delivery

Findings

An explicit, coherent and sequenced plan for curriculum delivery across the years of school which makes clear what, and when, teachers should teach and students should learn is developed.

The principal has aligned mathematic concepts taught in multi-age C2C resource units with year level C2C resource units.

Classrooms in the school provide visually stimulating and welcoming learning environments for students, with displays of resources to support curriculum delivery.

The school's EIA is reading. Class and home reading texts are levelled to Reading Recovery. A document is developed outlining how reading is taught at the school. Silent and independent reading is timetabled. A balanced, reading program is yet to be developed and implemented. Reading assessment occurs once per term using PM Benchmarks for Prep to Year 3. The assessment schedule states that informal prose is used from Year 1 to Year 6 once per term. An informal prose, reading assessment tool is yet to be implemented.

Comprehension strategies are taught through the introduction of the CARS and STARS program across all year levels. Student responses to comprehension tasks are recorded and monitored and inform teaching.

The school has developed a sight word program which is used daily. The spelling program is a combination of the C2C resource spelling, Sound Waves and Words Their Way. Students are assessed on knowledge of the C2C spelling words, and the Sound Waves text is used for independent work. Words Their Way inventory is used as an assessment tool.

Staff members use C2C resources to plan and deliver multi-age units of work in English, mathematics, geography and history. Science is delivered through the CQ multi-age units. Staff members modify the C2C units to meet the school context and student needs. Staff members consult informally to ensure alignment with the Australian Curriculum (AC) and develop a common understanding of the standards for achievement.

Year 5 and Year 6 access languages via School of Distance Education (SDE).

Processes to share the plan for curriculum delivery with parents are identified as important. Parents stated that the KIT books provide clear, curriculum information, as well as information relating to their child's learning and welfare.

Staff members informally discuss the best ways to maximise student learning and wellbeing, and focus significant attention to this end.

Reading, writing, editing and number frameworks formalising school-based practices are yet to be developed.



Students set individual goals. Students identify the importance of goal setting, and identify the next step once they have achieved their goal.

Formal semester reports and opportunities for parent teacher interviews are provided to discuss student progress in relation to the report. The school follows protocols for reporting and a reporting policy is developed.

Staff members articulate the importance of a shared understanding of the student achievement standards identified in the AC. Staff members informally discuss student work. Cluster moderation of student work occurs across the local cluster of schools and is an established practice.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, Tools, Standards and Targets Framework, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, School Playgroup document, school website, school newsletters, staff, student and principal interviews.

Improvement strategies

Review and align the student assessment and monitoring schedule.

Develop whole-school frameworks for key priority learning areas.

Develop a whole-school professional learning plan that supports the school's EIA.



3.7 Differentiated teaching and learning

Findings

All students in the school are in multi-age classes. The belief that all students are at a different stage in their learning, and therefore require differentiation of instruction, is strongly held by school staff members. Teachers state a belief that all students are capable of learning at their own individual rate and are able to articulate where students are on learning continua.

School processes are developed for teachers to differentiate student learning. These include the collection of data, identification of students for intervention, documentation of adjustments, and implementation of adjustments for individuals and groups of students, support for students in setting and monitoring individual learning goals, and communicating with parents.

A school-wide strategy to assist students to monitor their own learning and meet set goals for behaviour is implemented. Students monitor their own attendance, adherence to the school rules, effort, return of homework, mathematics facts, spelling and monitoring of progress. Some students are able to articulate how the learning log assists with their learning. A number of different approaches to student goal setting have been trialled.

Policies and strategies to ensure high performing students are appropriately engaged, challenged and extended are yet to be formalised.

Classroom teachers identify general differentiation strategies for individual students in their weekly planning. A consistent school-wide process for the recording and storing of differentiation practices and strategies for students, such as in OneSchool, is yet to be developed.

The Head of Special Education Services (HOSES), from a larger neighbouring school, supports differentiation practices for all students through administering a student assisted functional assessment interview. The result of this assessment, which provides a range of feedback, is used to inform differentiation of teaching programs for individual students.

The school has promoted a close and informal relationship between parents and their child's teacher. This relationship facilitates informal and on-the-spot sharing of information regarding a student's progress and how a student could be supported at home. The KIT books are highly valued by parents. Parents comment on the effectiveness of these books in communicating general, school information and arrangements, as well as identifying specific barriers to learning for their child and the response that is being taken to overcome the obstacle.

The school works in partnership with parents in supporting the needs of students who require specialist intervention or therapy. Private providers are communicated with to support the learning needs of the student.



Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, Tools, Standards and Targets Framework, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, school playgroup document, school website, school newsletters, staff, student and principal interviews.

Improvement strategies

Develop and implement school-wide processes for recording differentiation practices for individual students.

Develop and implement a consistent policy for students to set learning goals in priority areas.

Formalise school practices to extend and challenge high performing students.



3.8 Effective pedagogical practices

Findings

A pedagogical framework that lists the core systematic principles of student centred planning, high expectations, alignment of curriculum, pedagogy and assessment, evidence-based decision making, targeted instruction, and a safe supportive connected and inclusive learning environment is developed. Consistent school-wide understanding and embeddedness of signature pedagogies such as Explicit Instruction (EI) are still developing.

Systems and processes are developed to ensure staff has access to professional learning, which is supportive of consistent pedagogical practices through the development of a school-wide Professional Development Plan (PDP), and coaching and mentoring. The extent to which the school's pedagogical framework is used as a basis for consistent and whole-school approaches is unclear.

There is a belief that all students can learn and teachers believe that different learning needs require different teaching.

Coaching and feedback occurs anecdotally and informally. The principal spends time working with teachers and teacher aides, providing advice on teaching and suggesting effective strategies. A structured and formal approach to the development of a professional learning team implementing consistent school-wide practice is yet to be fully developed.

The school principal recognizes that highly effective teaching is the key to improving student learning throughout the school.

Staff members work with students individually, and in small groups, to build student beliefs in their own capacity to learn successfully.

Staff members provide regular verbal on-the-spot feedback to students. The two stars and a wish model are used, at times, to provide feedback. Consistent practice in providing students with written feedback on assessment is developing.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, Tools, Standards and Targets Framework, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, school playgroup document, school website, school newsletters, staff, student and principal interviews.

Improvement strategies

Continue to embed the pedagogical framework to develop an agreed and common language of pedagogy across the school.



Develop and implement consistent practices for student feedback.

Formalise processes for coaching and feedback.

Develop a professional learning plan and align with school priorities.



3.9 School-community partnerships

Findings

The school is a hub for social interaction in the local area and makes a significant contribution to the building of social capital in an isolated rural community. The school has fulfilled this role in the community since it was established in 1917.

The school is planning its centenary and celebrating its long connection with local families and the community. A committee consisting of principal and staff members, P&C and community representatives is established to organise the event.

Parents speak of the important role that the school plays in the lives of families and express their high regard for the work of staff members and the contribution they make to the education and welfare of their child. Parents regard themselves as partners with staff members.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families by providing regular information on ideas for effective parenting through the school newsletter, advice on how to support their child's reading at home and through the playgroup. An element of the playgroup program is Abecedarian Approach Australia which promotes social skills for students and parenting skills through the activity of reading.

The end of year presentation night is a community event which attracts members of the wider community to join in the celebration of student's achievements for the year.

The district, child health, clinical nurse screens students annually for vision and hearing. The nurse provides a report to the school and refers parents for further medical advice to address needs that may inhibit learning.

The principal plays an active role in the local cluster of schools and partners with other small, school principals to develop a multi-age mathematics program for use in small schools. The principal has presented this work to other principals of small schools in the district and region. The cluster of five, small school principals meet once per term at each school on a rotation basis. The agenda addresses a range of needs, including approaches to curriculum in small schools with multi-age classes.

The playgroup provides on-site opportunities for the transition to Prep. Playgroup students establish relationships with students at the school through shared play and activities. Playgroup students are familiar with the school site and classroom.

Current transition arrangement for Year 6 to high school involves a visit of high school staff and two visits of Year 6 students to the high school, in Term 4. Plans are developed, through the cluster, for a more comprehensive transition program involving Year 6 use of high school facilities on a regular basis and continuity of curriculum and pedagogy.

The school accesses outside agencies to support students learning, including therapists and HOSES from another school in the cluster.



A Ready Reading tutor volunteers her time once per week to support reading.

A past parent with coaching qualifications trains students before school, one morning per week. Activities are connected with school sporting events.

The school enters student work in the Wandoan Show and has established a relationship with the Show Society which promotes the school in the wider community.

Gas and mining companies operating in the area donate funds which have been used to supplement school funds in the provision of resources.

Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, Tools, Standards and Targets Framework, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, school playgroup document, school website, school newsletters, staff, student and principal interviews.

Improvement Strategies

Explore opportunities for building a wider range of partnerships outside the school to enhance student's learning and welfare.

Continue to promote strong partnerships with parents and the wider community.



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.