Proston State School

Executive Summary

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 **Proston State School** from **12** to **14 June 2018**.

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

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

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

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

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
Valerie Hadgelias	Internal reviewer

1.2 School context

Location:	Rodney Street, Proston
Education region:	Darling Downs South West Region
Year opened:	1924
Year levels:	Prep to Year 10
Enrolment:	103
Indigenous enrolment percentage:	16 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	889
Year principal appointed:	2018
Full-time equivalent staff:	26
Significant partner schools:	Barambah Cluster of Schools
Significant community partnerships:	Proston Scout Group, Proston community health nurse, Kingaroy Technical and Further Education (TAFE), Riverina Stock Feeds, Proston Hardware
Significant school programs:	Chaplaincy program, Certificate II Rural Operations

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Business Manager (BM), Special Education Program (SEP) teacher, master teacher, guidance officer, Levelled Literacy Intervention (LLI) teacher, 10 class teachers, music teacher, chaplain, Parents and Citizens' Association (P&C) president, secretary and treasurer, seven teacher aides, administration officer, schools officer, 18 parents, student leader, 45 students and tuckshop convenor.

Community and business groups:

- Proston Scout Group leader.

Partner schools and other educational providers:

- Kingaroy TAFE teacher, Murgon State High School principal and Kingaroy State High School Head of Department (HOD).

Government and departmental representatives:

- Deputy Mayor South Burnett Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Whole School Curriculum Plan
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview report
Term 1 and 2 Staff Meeting Schedule	Curriculum planning documents
Student report cards	Individual Curriculum Plan
School Pedagogical Framework	School Opinion Survey
Whole School Assessment Schedule	School newsletters and website
Responsible Behaviour Plan for Students	Individual Behaviour Support Plan (student plan)

2. Executive summary

2.1 Key findings

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

There is a commitment by staff members to the wellbeing and learning of each student. Staff members work hard to provide a safe and supportive environment. They recognise that many students come to school with a range of complex needs. Students express the belief that their teachers are highly committed to their learning. Many students speak positively regarding the support they receive from school staff.

The school has established an attractive physical environment that supports quality learning and promotes a sense of pride and belonging amongst the school community.

The physical resources of the school are well maintained. The school grounds are neat and well presented. Teaching staff members work hard to provide intentionally inviting classrooms that are attractively presented with displays of student work and artefacts to support the teaching and learning process. Attention is given to the ongoing maintenance and development of the grounds and facilities.

The Responsible Behaviour Plan for Students (RBPS) provides teachers and students with a framework for maintaining a safe and supportive school environment.

The RBPS is underpinned by school expectations of '*Be Safe, Be Respectful, Be Cooperative, Be a Learn*er'. These expectations are articulated by some students. Teachers and students indicate that they are not always enacted. A degree of concern is expressed that the behaviour of some students impacts effective teaching and learning in classrooms and the smooth operation of the school.

The school is implementing an improvement agenda that is outlined in the Annual Implementation Plan (AIP) and links to the school's vision of '*Every day, Every Student is Learning and Achieving in Every Classroom'*.

The principal and other school leaders identify a shared commitment to improvement. The improvement agenda is broadly focused across the school. The priority areas include Explicit Instruction (EI), reading, spelling, positive learning culture and transition pathways. At this stage, limited attention has yet been given to specifying detail of improvement strategies or to developing a school-wide approach. Strategies and plans for improvement are yet to be widely communicated, implemented or impact on teacher's daily work.

The school leadership team is clearly committed to finding ways to improve student learning outcomes.

There is an expressed dedication to improvement. The principal articulates the need to clearly develop roles and responsibilities for each member of the leadership team that align to the Explicit Improvement Agenda (EIA) priority areas. Currently there is little clarity regarding the explicit roles and responsibilities of key personnel in driving the school's improvement agenda.

The school has a sequenced plan for curriculum delivery across each year level.

This plan is based on Curriculum into the Classroom (C2C) resources and is aligned to version 8.0 of the Australian Curriculum (AC). Staff members articulate that their understanding of the AC is limited to the implementation of C2C units and assessment tasks. Further development of staff members' understanding of the AC and its implementation are identified as an area of priority in order to rigorously implement the AC across the learning areas and to develop shared curriculum expectation across the school.

The principal recognises that the delivery of quality teaching practices across the school is vital to improving learning outcomes for every student.

The school's pedagogical framework is under review. Teacher understanding and clarity of expectations related to the implementation of the pedagogical framework is not yet clear. The principal recognises the need to develop clarity of staff members' understanding and application of the school's agreed pedagogical practices. The principal expresses the belief that this will support greater consistency and alignment of teaching practice across the school in the delivery of the AC.

The leadership team acknowledges the importance of a school-wide system that enables the collection, analysis and discussion of student data to inform teacher practice and student learning.

The development of a data culture is an emerging agenda. Staff members articulate that they are developing in their understanding of how to utilise data to analyse and monitor the performance and achievement of students. The use of data to determine the starting point for student learning is developing. School leaders view the development of data literacy amongst teachers as crucial to building a culture of self-evaluation and reflection across the school.

The school implements comprehensive programs to meet the needs of students.

School staff members express a commitment to success for all students. Staff members, parents and the wider community acknowledge that the school is inclusive of students. Staff members tailor learning programs to meet the needs of identified students. Parents of students requiring individualised programs, report that their child is well supported by staff members at the school.

There is evidence that partnerships are adding significant value to the community and to student learning outcomes.

The school has made deliberate and strategic use of partnerships with families, local businesses and community organisations to access resources not available within the school, for the purposes of improving student outcomes. The school is a highly valued hub within the local community. Students take pride in participating in community events and supporting a wide range of fundraising endeavours and engagement opportunities. Partnerships are successfully implemented and sustained over time.

2.2 Key improvement strategies

Develop a clear and shared vision for a culture of high expectations of student achievement and behaviour; developing processes to enact this vision and monitor progress to ensure rigorous implementation.

Collaboratively develop a narrow EIA, utilising school performance data that identifies key improvement areas with identified targets, agreed strategies for implementation, monitoring systems and timelines.

Develop and communicate explicit roles and responsibilities for the implementation of the EIA for each member of the leadership team.

Identify school processes that enable teachers to develop a deep understanding of the AC, including opportunities to co-plan curriculum units identifying the best ways to maximise the learning and wellbeing for the full range of students.

Collaboratively review the school pedagogical framework to develop whole-school agreed pedagogical practices.

Provide Professional Development (PD) opportunities to build staff members' data literacy skills to enable the interpretation, analysis and discussion of class data to inform starting points, in addition to the next steps for learning and self-reflection on teaching practice.