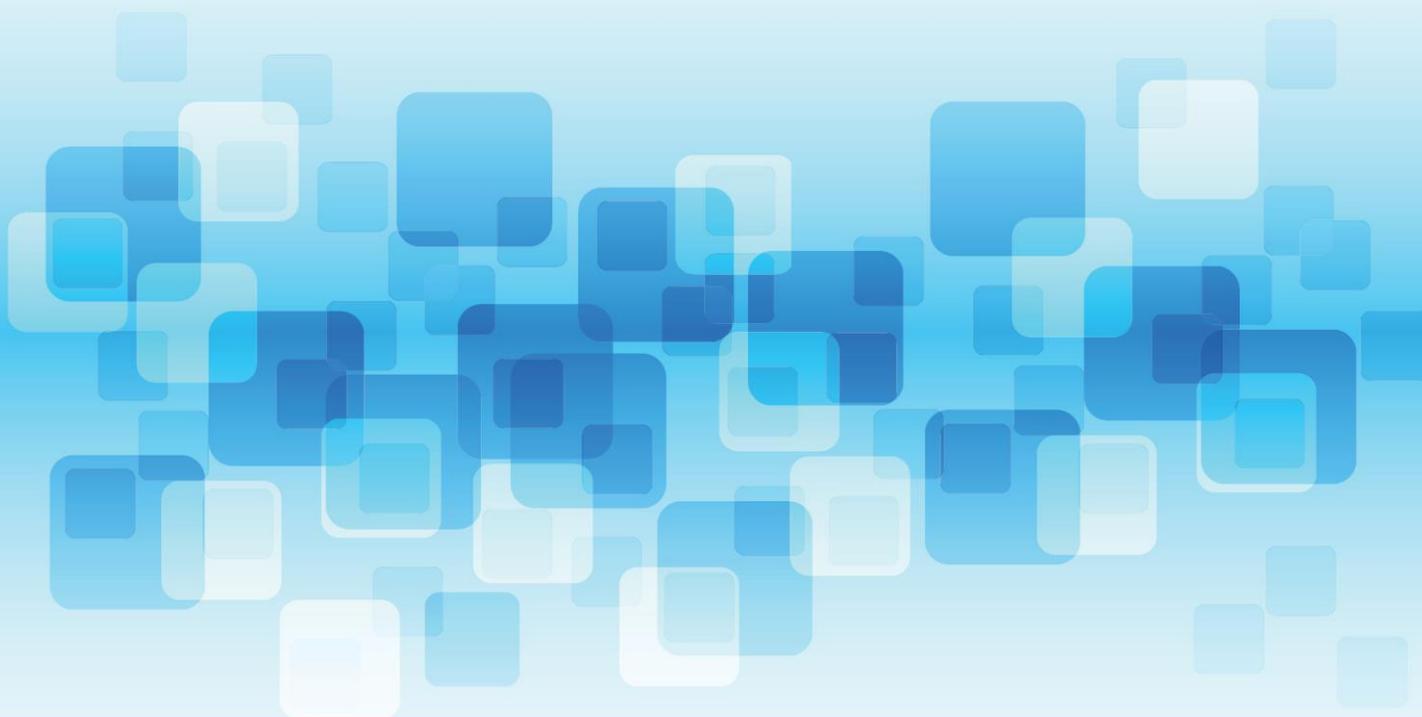# School Improvement Unit
Report

Proston State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Proston State School from 14 to 16 June 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:	94 Rodney Street Murgon
Education region:	Darling Downs and South West Region
The school opened in:	1924
Year levels:	eKindy to Year 10
Current school enrolment:	109
Indigenous enrolments:	15.5 per cent
Students with disability enrolments:	6.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	900
Year principal appointed:	2013
Number of teachers:	11 (full-time equivalent)
Nearby schools:	Wheatlands State School, Windera State School, Wondai State School, Murgon State School, Murgon State High School
Significant community partnerships:	Smithfield Feedlot, Queensland Police Service (QPS), Community Health Nurse, South Burnett Council
Unique school programs:	eKindy

1.3 Review methodology

The review was conducted by a team of three 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 three days

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

  - Principal

  - One Head of Curriculum (HOC),

  - Guidance officer

  - Master teacher

  - 11 teachers

  - Three teacher aides

  - 27 Students

  - One administration officer (AO)

  - Parents and Citizens' Association (P&C) president

  - Six parents

  - Three community partner representatives

1.4 Review team

Karyn Hart	Internal reviewer, SIU (review chair)
Stephen Reid	Internal reviewer, SIU
David Manttan	External reviewer

2. Executive summary

2.1 Key findings

- The school is committed to all students achieving success.

  The school leadership team has developed and is driving an explicit, detailed, local school improvement agenda that is embraced by staff members and understood by the school community.

- Data analysis across the school is a developing area.

  Staff members are able to make performance comparisons. The school leaders conduct classroom data discussions with all teaching staff on a once per semester basis.

- The school promotes and maintains clear, consistent and high expectations for the learning of all students.

  Staff members recognise that engagement levels of students from Year 5-Year 10 are not as high and widespread as staff would like. This has been attributed, by staff, to Positive Behaviour for Learning (PB4L) processes which require modifying to be responsive to the specific needs of Junior Secondary students.

- The leadership team values the development of staff members' capability as the key to improving the learning outcomes for all students.

  Attracting, recruiting and sustaining quality staff members is a priority for school leaders and remains an on-going need with a number of secondary staff working outside their first and second teaching areas of expertise.

- There is a strong focus on the development of student skills in literacy.

  Staff members are consistent in their implementation of the Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) reading comprehension program, as well as commitment to implementation of the Levelled Literacy Intervention (LLI) program. A consistent learning to read program from Prep–Year 6 is yet to be developed.

- School-wide expectations for routines and pedagogical practices have been formalised in collaboration with the staff members.

  The school leadership team work in an explicit, systematic way to support the development of Explicit Instruction (EI) in all classrooms. This is well supported by an observation and feedback cycle and coaching and mentoring processes involving peers and all school leaders. A systemised tracking process to monitor student learning is yet to be established.

- Deliberate and strategic use is made of a wide range of business and community partnerships to access additional resources.

  Each partnership is established in response to an identified need and considerable effort goes into maintaining and nurturing these relationships.

2.2 Key improvement strategies

- Refine the explicit improvement agenda to provide a sharp and deep focus on key improvements. Develop and rigorously action clear targets and timelines to drive the work of leaders and teachers in improving student performance outcomes.

- Develop a clear and explicit framework for teaching reading. Ensure that all staff members have an expert understanding of the reading process and the data literacy skills to enable an individual student tracking system to monitor the effectiveness of teaching and student learning.

- Develop a workforce plan in partnership with regional human resources personnel to ensure that the staffing needs of junior secondary are adequately addressed.

- Review the current PB4L process to ensure clear and consistent expectations for behaviour and consequences for junior secondary students.

- Review the existing school curriculum plan with an emphasis on the English and mathematics key learning areas to ensure sequenced learning for multi-age primary year levels.

- Revisit the staff induction program to ensure timely learning opportunities which include curriculum and pedagogy induction.