

Proston State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at Proston State School from **7 to 9 September 2022**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report also presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). It also recommends improvement strategies for the school to implement 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.

For more information regarding SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Bradley Clark	Internal reviewer, SRR (review chair)
Julie Pozzoli	Internal reviewer
Sally Rosario	Peer reviewer



1.2 School context

Indigenous land name:	Wakka Wakka
Location:	Rodney Street, Proston
Education region:	Darling Downs South West Region
Year levels:	Kindergarten to Year 10
Enrolment:	130
Indigenous enrolment percentage:	17 per cent
Students with disability percentage:	23 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	909
Year principal appointed:	Term 3, 2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), cluster Head of Special Education Services (HOSES), nine teachers, nine teacher aides, cleaner, facilities officer, chaplain, 76 students, 11 parents and Granny program volunteer.

Community and business groups:

- Parents and Citizens' Association (P&C) president and treasurer and Barambah Youth Services Hub staff member.

Partner schools and other educational providers:

- Murgon State High School deputy principal.

Government and departmental representatives:

- Two Centre for Learning and Wellbeing (CLAW) staff, State Delivered Kindergarten (SDK) HOD-C, South Burnett local Councillor and ARD.



2. Executive summary

2.1 Key findings

The Positive Behaviour for Learning (PBL) framework recognises positive behaviour for all students.

Staff and parents actively praise the PBL system and comment that the revised approach has shown to be an incentive for students. The Proston Proudie system recognises positive behaviours aligned to the seven essential features of PBL. Students move through a tiered system with reward days at the end of each term. Students speak of the collection of Proudies, which generates rewards once levels are reached, as a significant and positive aspect of the school. Access to the privileged playroom is viewed as highly desirable, with younger students aiming to be student of the week. Students are eagerly anticipating the upcoming end of term reward day with high excitement and describe previous reward days as 'amazing'. Staff and students express positivity regarding the plans to rename the framework Proston Positive Behaviour (PPB).

The principal places a strong emphasis on using data to inform decisions, monitor progress and understand historical trends.

An extensive range of data sets, aligned to the Explicit Improvement Agenda (EIA), are routinely collected, examined, and analysed. It is apparent that the principal has a deliberate strategic focus on ensuring that collected data is reliable, valid and timely. Teachers express appreciation for the way the principal organises data to guide professional conversations and promote reflective practice. The principal makes data-informed strategic and operational decisions regarding the allocation of resources to address and support school priorities and initiatives. Many staff discuss that the investigation of literacy data earlier in the year has led to a school-wide desire to reshape the strategic approach to literacy teaching, specifically reading and spelling. The principal discusses having a data-driven approach to school leadership and strategic decision making.

A detailed data plan is developed for 2022 that is aligned to school priorities.

Clear quantitative targets are outlined in the data plan and most teachers discuss familiarity with most of the targets. Close monitoring of student progress and achievement by teachers through data-informed practices is apparent. A range of data collection tools are implemented to identify and monitor students' academic distance travelled. School-determined milestones are used to identify whether students are making age-appropriate progress. Further precision of this analysis, including the establishment of targets for students in priority groups, is yet to be achieved .

Staff are committed to success for all students, with a range of differentiation strategies being implemented to cater for the diverse needs.

Staff outline a belief that students are capable of learning, irrespective of their individual differences and stages of learning. Teachers are encouraged to tailor teaching to student needs and readiness. A full inclusion model is established, with all students with disability in



mainstream classes. Teacher aides are allocated to provide support in the classroom for the students and work under the supervision of the teacher. Several students have high needs and are provided with one-on-one teacher aide support. Some staff members express that further planning is necessary to support the student when key staff are absent. Some teachers and support staff indicate that a targeted intervention plan is required to further integrate the students into the class to access the curriculum and for authentic inclusion.

A range of evidence-informed pedagogical practices are implemented to meet the diverse needs of students from kindergarten to Year 10.

The pedagogy Professional Learning Community (PLC) plays a key role in monitoring, supporting and refining the expected pedagogical practices. The principal recognises that highly effective teaching is central to improving student learning across the school. The pedagogy PLC were instrumental in revising a pedagogy placemat document to reflect a broader range of agreed-upon pedagogical expectations, including feedback, moderation, classroom practices, Explicit Instruction (EI)¹ and elements of Age-appropriate pedagogies (AAP). A deep understanding of how to select and apply these approaches is continuing to develop with the support of the pedagogy PLC.

Teachers outline an intention to engage in a four-phase, before, after, after, end model of moderation.

Staff recognise the importance of moderation and professional curriculum conversations to build shared understanding, and calibrate and confirm decisions regarding student learning. Teachers outline engagement in pre-moderation conversations with each other and, in the past, with the Head of Department – Curriculum (HOD-C). At this juncture, some teachers make modifications to the assessment task. Some teachers discuss engaging in the calibration, confirmation and end-moderation processes. Moderation with other local schools has occurred historically, with the principal expressing a desire to recommence this with higher frequency. The principal recognises the importance of providing further validation of Level of Achievement (LOA) data through confirmation and end-moderation processes with other local schools.

Student attendance is acknowledged as central to improving student learning outcomes.

Extensive follow up on student absence is employed, with the principal expressing pride in having nil unexplained absences. The principal and some staff discuss that attendance is a significant consideration for a number of students. While a range of approaches to address attendance is developed, it is yet to be formally identified as a school priority in strategic planning documents. Staff are aware of the attendance targets for students and collectively express a desire for attendance rates to improve. Staff members indicate that a continuing focus on promoting the benefits of a full and regular education is important, and that a

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: effective and efficient teaching*. Guilford Press.



systematic approach to improving student attendance is vital. An attendance policy with targeted strategies for student absence, is yet to be constructed.

Parents and community members indicate that the school is held in high regard and is a community school.

School culture is embodied through the motto, *'Strive to Excel'*, which is apparent in all school activities. Staff members actively demonstrate the understanding that a positive and caring relationship with students enables successful learning and a strong culture of mutual respect between students and staff is apparent across the school. Staff members express an expectation that students will learn and achieve. Students speak of their school with pride. A strong collegial culture is apparent amongst teaching and non-teaching staff members. Staff members share that they feel a sense of belonging to, and are protective of, the school. They speak positively of the school and express that they 'are here for the students'.

The introduction of PLCs has been well-received by teachers.

Four PLCs are in operation, PBL, Pedagogy, Literacy and Early Childhood. These were introduced based on data analysis and consultation regarding the students' and staff members' requirements and closely align to school priorities. Some teachers assume the role of leading one of the four PLCs. Teachers express appreciation for having greater agency and voice in implementing the EIA. Some PLC leaders indicate that they have the opportunity to regularly meet with the principal to seek feedback and support developing plans for the PLCs. The principal identifies that the chairing of the PLC builds leadership capacity for these staff. PLC leaders facilitate professional in-school conversations with staff.



2.2 Key improvement strategies

Collaboratively identify precise whole-school disaggregated targets, including for students in priority groups, to promote collective efficacy and monitoring of the impact of actions aligned to the EIA.

Collaboratively develop targeted precise support plans for all diverse learners.

Build staff knowledge and capability to select appropriate pedagogical practices to support the learning needs of the full range of students and the context of learning.

Engage in external or cluster moderation to further deepen teachers' understanding of the Australian Curriculum (AC) to quality assure the allocation of LOAs.

Develop a comprehensive attendance strategy addressing all priority groups to maximise student learning and engagement.