

Stafford 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 the School Improvement Unit (SIU) at **Stafford State School** from **19 to 23 July 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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Glenda Seawright	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Stafford Road, Stafford
Education region:	Metropolitan Region
Year opened:	'A Block Building' - 12 November 1947 Original Stafford State School: 'Happy Valley School' opened 25 May 1886
Year levels:	Prep to Year 6
Enrolment:	262
Indigenous enrolment percentage:	12.2 per cent
Students with disability enrolment percentage:	9.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	960
Year principal appointed:	2012
Full-time equivalent staff:	32
Significant partner schools:	Northgate State School, Craigslea State School, Everton Park State High School
Significant community partnerships:	Metropolitan North School Sport, Special Olympics Australia, Majer Sports, Goodstart Early Learning Stafford, Emily Foord Memorial Kindergarten, Helping Hands
Significant school programs:	Stafford State School Playgroup, Read It Again, Growth Mindset, Yoga, Gross Motor/Fine Motor Skills, English Block Partner School Everton Park State High School: Science, Technology, Engineering and Mathematics (STEM) and Science, Technology, Engineering, Arts and Mathematics (STEAM) days, IMPACT projects - Solve IT (problem solving in mathematics), coding (Scratch), Critical Thinking (arguments and moral choice)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Special Education Services (HOSES), Head of Curriculum (HOC), guidance officer, chaplain, two English as an Additional Language or Dialect (EAL/D) teachers, Speech Language Pathologist (SLP), Indigenous Liaison Officer (ILO), six teacher aides, 19 classroom and specialist teachers, 27 parents, Business Manager (BM), administration officer and 63 primary students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary, school council chair, two representatives from Stafford Unified Swim School and Special Olympics, Deaf Sports Australia representative, Major Sports representative and Helping Hand Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Director of Goodstart Early Learning Stafford, John Fleming - Director of Haileybury Institute, principal Northgate State School and Metropolitan North School Sport Officer.

Government and departmental representatives:

- Councillor for Marchant Ward, State Member for Stafford and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	School Opinion Survey
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2018	2018 Term 3 Overview
2018 Assessment Summary	School newsletters and website
Responsible Behaviour Plan for Students	Pedagogical Framework – Curriculum Expectations 2018
School based curriculum, assessment and reporting framework	2018 Assessment and Reporting Plan



2. Executive summary

2.1 Key findings

Staff and students openly comment that ‘We love our school’.

The tone of the school is positive with all members of the school community displaying an obvious sense of pride and belonging to the school. Community members speak very highly of the school. Parents articulate that they always feel welcomed into the school and that their child’s teacher is approachable and friendly. A whole-school approach to inclusive education, supported by a strong leadership structure, ensures that practices and processes are established to support students with diverse learning needs from all priority learning groups. The school has a significant enrolment of students with hearing impairment who are supported in all classrooms by Special Education Program (SEP) staff with specialised skills in Australian Sign Language (Auslan). All students in the school learn Auslan to further build an inclusive learning environment.

Staff, students, parents and community members articulate the school’s commitment to the implementation of the Explicit Instruction Model.

School leaders recognise that highly effective teaching is the key to improving student learning throughout the school and are supporting staff to develop a consistent approach to teaching and learning at the school. The school has a clearly articulated and research-based pedagogical framework based on the work of John Fleming¹. Teaching staff are utilising the model consistently across the school and are developing effective repertoires of practice based on this approach. Visual reminders of the approach are prominently displayed in all classrooms and throughout the school. Students are able to confidently articulate the various elements of this model.

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations.

The school’s Prep to Year 6 Curriculum Plan for 2018 is aligned to the Australian Curriculum (AC) and utilises the Curriculum into the Classroom (C2C) resource and a range of school-developed and commercial resources to guide unit and lesson structure. All units are developed by the Head of Curriculum (HOC) and made available to teachers. The school has yet to develop a rigorous, school-wide quality assured and shared curriculum planning process to monitor the implementation of the school’s curriculum plan.

All staff indicate a shared commitment to improved learning outcomes for all students and the aspiration to see the long-term success of the school.

The school’s Explicit Improvement Agenda (EIA) is reflected in the 2018 Annual Improvement Plan (AIP) that defines four core improvement priorities areas as reading, writing, numeracy and science/Science, Technology, Engineering and Mathematics

¹ Fleming, J., & Kleinhenz, E. (2007). *Towards a moving school: Developing a professional learning and performance culture* (No. 1). Aust Council for Ed Research.



(STEM)/coding. A broad range of school improvement indicators, teacher performance indicators and whole-school practices are aligned to each aspect of the AIP. Clarity and specificity regarding the measures of success and targets linked to the EIA are not clearly expressed by most staff.

All staff demonstrate an enthusiasm to improve their skills in order to effectively support students and improve learning outcomes.

School leaders spend time working with teachers, and staff indicate they value the support provided by the leadership team. Some observation and feedback is provided to teachers as part of informal leadership walkthroughs. Optional school-based coaching through observations and modelling is provided by the guidance officer and Head of Special Education Services (HOSES). Members of the leadership team articulate that formalisation of the coaching process will add intellectual rigour and accountability on the part of the coach and the coachee and lead to improvement in teaching quality and learning outcomes for students.

Teaching staff set learning goals for students and these are displayed in most classrooms or student workbooks.

Some teachers report using the Specific Measurable Attainable Realistic Timely (SMART) goals strategy to support the process and visual reminders of this process are displayed in some classrooms. In practice, most individual learning goals relate to students' reading level progress or are set as whole-class targets. The understanding and use of SMART goals, or other rigorous goal setting strategies, are yet to be fully embedded across the school.

There is a high priority given to the collection of data in relation to student outcomes, including academic, attendance and behavioural data.

The school has developed and is implementing a plan for the systematic collection of a range of student outcome data including test data and classroom assessments. The utilisation of early learning transition statements is an emerging practice and early years staff members are keen to work with Early Childhood Education Centre (ECEC) teachers to develop an understanding of the developmental profiles of students entering Prep, including areas of vulnerability.

A culture of belonging, community, partnerships and trust are clearly apparent across the school.

All stakeholders speak of the strong sense of community and the positive interactions that are built and exist between students, staff, parents and community members. The learning culture of the school is underpinned by the school vision '*Every student learning every day to help us contribute to society*'. A mantra of 'high expectations for all' is apparent in conversations with school staff and members of the leadership team.



Teachers are encouraged and supported to closely monitor the progress of individual students.

Supplementary adjustments occur when there is an identified need and this process is predominantly carried out utilising the support of teacher aides in a small group setting. This includes hearing impaired students with no additional impairments who are fully integrated into the mainstream classroom with support from interpreters from Auslan language model. The school has a dedicated team of teachers and teacher aides providing adjustments to meet the needs of students with not only hearing impairment but with additional disability.



2.2 Key improvement strategies

Establish systematic QA processes to ensure that all required AC content descriptions are taught and students are provided with opportunity to demonstrate the achievement standards.

Align the annual improvement targets directly to the core improvement priorities, and include regular milestones to measure progress over the course of the year at class and whole-school levels.

Develop a systematic approach to collaborative inquiry-based professional learning, coaching, mentoring and feedback to improve teaching practices.

Enhance the consistency and rigour of the school's approach to setting individual student learning goals to provide students with opportunities to monitor their learning over time.

Continue to strengthen staff knowledge in the use of the full range of 'upon entry' data to better target early year learning strategies.