Stafford State School

Executive Summary

School and Region Reviews

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Stafford State School** from **18** to **22 August 2022**.

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 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

Len Fehlhaber	Internal reviewer, SRR (review chair)
Jade Anderson	Peer reviewer
Andrew Helton	External reviewer

1.2 School context

Indigenous land name:	Jaggera and Turrbul
Location:	Stafford Road, Stafford
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	262
Indigenous enrolment percentage:	11.1 per cent
Students with disability percentage:	11.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	994
Year principal appointed:	2021

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), curriculum coach/Support Teacher Literacy and Numeracy (STLaN), guidance officer, Head of Special Education Services (HOSES), 20 teachers, Business Manager (BM), administration officer, four teacher aides, 23 students, two cleaners, two groundsmen, 21 parents, Parents and Citizens' Association (P&C) president and vice president, school council chair, three Auslan team members, teacher librarian and chaplain.

Community and business groups:

- Helping Hands Outside School Hours Care (OSHC) provider and an education consultant.

Partner schools and other educational providers:

- Principal Everton Park State High School, principal Enoggera State School, coordinator Accelerated Learning Program Kedron State High School, educator Emily Foord Kindergarten, educator Good Start Stafford kindergarten and representative Behaviour North Metropolitan Region.

Government and departmental representatives:

- Brisbane City Councillor, State Member for Stafford and ARD.

2. Executive summary

2.1 Key findings

Parents, families, and local community groups highlight members of the leadership team as being key to the formation of positive school community relationships.

School leaders identify the importance of building on the extensive range of existing successful partnerships to ensure current and future partnerships increase the capability of all staff members and outcomes for students. Many families have an intergenerational connection to the school and speak of its proud history. They describe a strong desire to maintain the identity of the school as it evolves to deliver curriculum and services appropriate to the current systemic requirements.

Leaders articulate the school is driven by a deep belief that every student is capable of successful learning.

They identify building and maintaining positive and caring relationships between staff, students and parents as a high priority. Leaders describe working to maintain a learning environment that is safe, respectful, tolerant, inclusive and promoting intellectual rigour. Teachers express their appreciation towards the strong collegial culture of mutual trust and support between their colleagues and many describe their teaching partners as invaluable support.

The leadership team present a proud and united team that is focused on high expectations of themselves, staff and outcomes for students.

Leaders comment the work of staff and students as living the school's motto of *'Strive Persevere Achieve'*. The principal expresses pride in the work of students and teachers in the progress made in addressing the current range of school priorities. Leaders acknowledge the need to continue to build teachers' capabilities and expertise in focused improvement priorities.

Teachers and leaders speak proudly of the diversity of the student population and share the belief that 'differentiation is everyone's business'.

Teachers describe the differentiated needs of all students being addressed through various strategies, processes and resource decisions. All staff speak positively of the work of the Head of Special Education Services (HOSES) and associated team who they describe as invaluable in their support of a large number of students. Staff members indicate that there is a move towards supporting students in class and acknowledge the need to continue to move to the next phase to develop a shared understanding of inclusion.

The leadership team identifies the importance of applying school resources, including finances, staff time and expertise to meet the learning and wellbeing needs of all students.

Leaders understand the importance of allocating human and financial resources in a sustainable way to ensure ongoing support to address student learning needs. Some staff identify that further transparency and collaboration is required when considering the deployment of resources that support diverse learners.

Leaders embrace the opportunity to work with regional personnel to improve their instructional leadership of the school.

Leaders take the opportunity to work with knowledgeable others to ensure strong alignment of elements of the planning process including matching formative assessments to targeted aspects of the achievement standards. Teachers are building skills to develop the sequence of learning as their knowledge of the Australian Curriculum (AC) grows. Teachers and leaders acknowledge that further work is required to build teacher capability in creating units across all learning areas. Quality Assurance (QA) processes regarding the structure and inclusion of all elements of the AC are yet to be utilised for all learning areas.

The principal and other school leaders provide a range of opportunities for teachers to utilise effective teaching strategies.

School leaders have begun the process to identify the key pedagogical approaches that may support improved student outcomes and based this decision on some analysis of data sets to promote targeted strategies in writing and reading. Teachers discuss differing levels of understanding of the consistent use of pedagogy in their day-to-day delivery of curriculum. Some seek further clarity in relation to the pedagogical expectations of the school to ensure consistency within year level teaching teams and between differing year levels.

School leaders express appreciation for the range of expertise represented within the current staff team.

Teachers, teacher aides, interpreters for the hearing impaired, and other support staff work alongside each other daily to improve student learning. Leaders and teachers speak of the positive effect of these paraprofessionals in their daily work with students. All are treated as part of the teaching team.

The leadership team places a high priority on the school-wide analysis of systematically collected data regarding student outcomes and regularly communicates this to all stakeholders.

The Parents and Citizens' Association (P&C) and school council appreciate the principal's documented progress reports. Information regarding data, budgets, attendance and strategic goals are shared. Facebook is used extensively as a medium of communication and includes several video presentations to ensure those parents and community members who have literacy challenges or non-English speaking backgrounds are able to access important messages.

2.2 Key improvement strategies

Refine and deepen the priorities within the Explicit Improvement Agenda (EIA) to focus on the curriculum delivery, teacher capabilities and classroom practices in the identified areas.

Utilise the foundational work of the school to build a shared understanding for inclusion to support all students and meet systemic expectations.

Collaboratively develop processes for the transparent allocation of resources and enact systems to measure impact and sustainability of human and financial resourcing arrangements against school priorities and learning outcomes.

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.

Provide clarity regarding the expected pedagogical approaches to be used across the school ensuring links with methods for agreed school-wide processes to deliver student feedback and goal setting including targets and monitoring timelines.