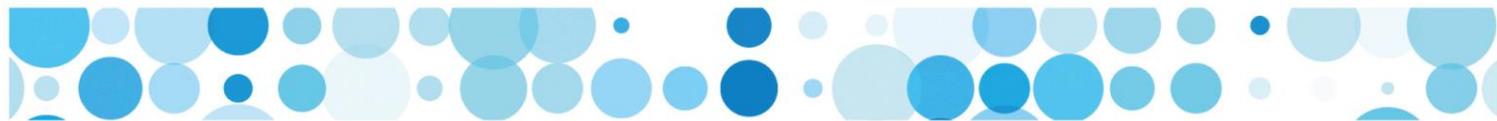


Goodna State School

School Review Report





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

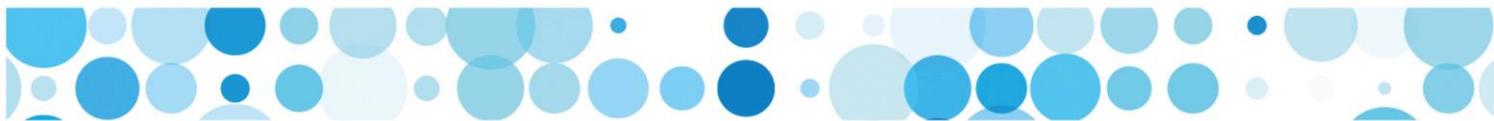
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Goodna State School** from **25 to 27 October 2021**.

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.

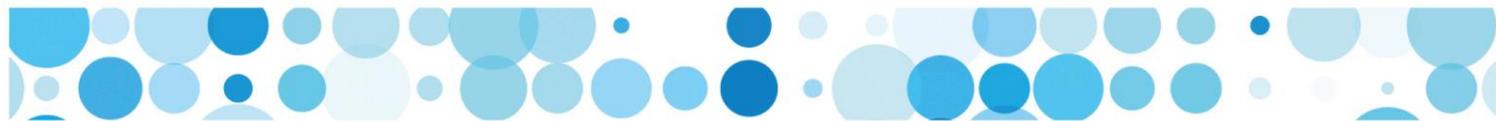
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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

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

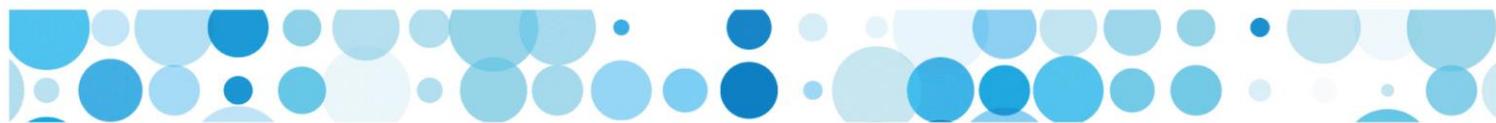
1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Deirdre Von Guilleaume	Peer reviewer
Bob Cole	External reviewer



1.2 School context

Location:	Albert Street, Goodna	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	685	
Indigenous enrolment percentage:	15.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	29 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	916	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), guidance officer, pedagogical coach, Speech Language Pathologist (SLP), 29 teachers, 24 teacher aides, Business Manager (BM), three administration officers, Youth Support Coordinator (YSC), chaplain, 24 parents and 44 students.

Community and business groups:

- Three representatives of the Parents and Citizens' Association (P&C), coordinator of Goodna Integrated Family Support (GIFS) and leadership consultant.

Partner schools and other educational providers:

- Principal of Bellbird Park State Secondary College, principal Milpera State High School and University of Southern Queensland (USQ) Hub representative.

Government and departmental representatives:

- Councillor for Ipswich City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
School Opinion Survey 2021	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	School differentiation plan
School improvement targets 2021	Professional development overview 2021
Culture Placemat	Teaching and learning overview 2021
School enrolment pack	School newsletters and website
School Facebook and Instagram	Student Code of Conduct
Headline Indicators (October 2020 release)	



2. Executive summary

2.1 Key findings

The school culture is permeated by an enthusiasm and commitment by staff members to support the learning and wellbeing needs of students.

Metaphors are developed and utilised to build a strong moral imperative for improvement and to onboard staff members to priority areas. 'Make moments count' and 'More carrots than sticks' are examples of the positive language modelled by the leadership team and echoed by staff members. Innovation grounded in research is apparent in the school's approach to addressing barriers for improved student outcomes and obstacles for school-wide improvement.

Staff members, students and parents celebrate the diversity of cultures and backgrounds of students and their families as a strength of the school.

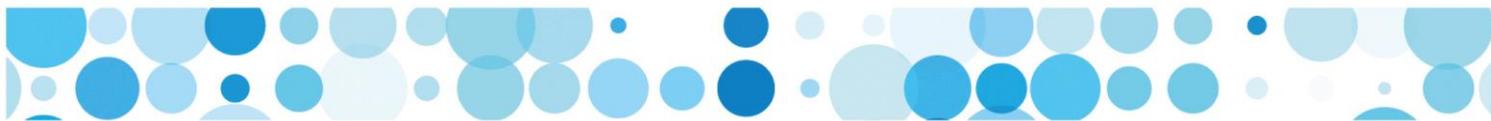
Interactions amongst staff, parents and community members are positive, caring and inclusive of a diverse school community. Feedback from students and parents indicates a high degree of satisfaction with the efforts made by all school staff to make them feel welcome and to cater for their needs. Respectful, professional relationships are apparent throughout the school community. Parents speak highly of the availability and professionalism of teachers and other school staff in assisting them to support their child's learning.

Teachers are able to articulate clear steps and processes in managing student behaviour with a strong focus on proactive strategies known locally as 'carrots'.

Staff express a collective view that student behaviour has significantly improved due to consistent application of agreed Positive Behaviour for Learning (PBL) processes. The notion of 'Goodna Heroes' is well understood by staff and students, and promotes desired behaviours and attitudes throughout the school. Hero Headquarters (HQ) is a safe and central place that supports students in need. Students who meet 'Hero Standards' are acknowledged for their consistent positive behaviour through ongoing events and end-of-year awards. Heroes Day is celebrated annually on the school's anniversary.

A collaboratively developed 'Culture Placemat' captures the beliefs, vision and values of the school and includes expectations for quality teaching and learning.

School foundations for improvement are clearly articulated in the Culture Placemat and the principal identifies the importance of funnelling the intentions of the placemat into the next four-year strategic planning cycle. Leaders articulate the need to develop precise strategies and actions each year of the planning cycle to support and embed the expectations outlined across the four areas of the Culture Placemat of inclusion, curriculum, making judgements and instruction.



The school has commenced a curriculum reform process with the intention of making the curriculum locally relevant and focusing attention on ensuring all students are proficient in the basics.

A network of colleagues within and external to the school has been established to assist the Head of Department – Curriculum (HOD-C) in the development of the school curriculum plan. A formal process to quality assure school-developed curriculum programs, units of work, assessment tasks and Guides to Making Judgements (GTMJ) is yet to be developed. The principal articulates a future step for the school will be to build the capability of teachers as curriculum leaders and provide classroom-based curriculum mentoring and coaching activities. Teachers describe ongoing conversations within their year level, at Curriculum and Development Sessions (CADS) and staff meetings to moderate student work. The principal describes the importance of building strong moderation processes within and external to the school to quality assure teacher judgements, and build teacher understanding of the expected standard of the Australian Curriculum (AC).

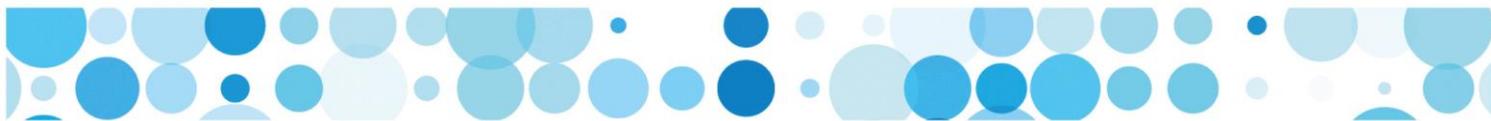
Teachers express valuing opportunities to discuss the data and plan for interventions, support provisions, and to track and monitor progress of the students.

School leaders recognise the analysis and monitoring of student achievement data as essential to improving student learning outcomes and whole-school improvement. Processes to collect, monitor, analyse and discuss a range of student data are apparent. Discussions during CADS regarding student formative assessment to determine next steps for teaching and the review of the success of subsequent support strategies, are continuing to evolve. Consideration of opportunities to differentiate the learning, pedagogy and assessment modes in unit planning is developing.

Effective pedagogical practices are referenced on the Culture Placemat with the metaphors of ‘Teach the student – Know the curriculum’ and ‘Pitch high and scaffold down’ to support all learners.

Explicit Instruction¹ (EI) and the Gradual Release of Responsibility (GRR), Age-appropriate pedagogies (AAP), learning intentions, success criteria, and ‘review’, ‘revisit’ and ‘redo’ are all components of current pedagogical practices. Class teacher use and application of these and other pedagogical approaches and practices vary across the school. Elements from other research-based pedagogies influence components of practice. A range of understanding of which pedagogies are most effective to maximise student engagement and improve learning outcomes is apparent.

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



The principal demonstrates a commitment to supporting all staff to build their teaching capability.

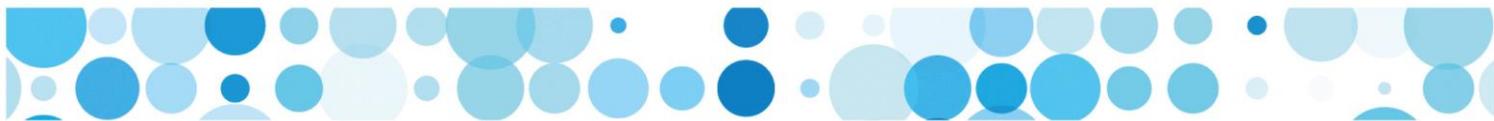
A draft collegial engagement framework is under development to provide an agreed, professional approach to instructional leadership that involves all school leaders across the school. Teachers indicate a willingness to engage with school leaders in their classrooms to support building their capability and ensure consistency of agreed practices across the school. School leaders acknowledge a need to build their own and key teachers' instructional capability to lead the agreed coaching and mentoring processes.

The school offers innovative programs and structures to assist in engaging the full range of learners.

The school has twice been presented with the Peter Doherty Award for Excellence in Science, Technology, Engineering and Mathematics (STEM) in 2015 and 2018. A local government sustainability award was additionally awarded to the school for its recycling organic waste program. The school has a long-standing, highly regarded science program that is delivered by specialist teachers and enables students to partner with universities and community groups to explore all strands of science and focus on sustainability. The school music program, languages – French, ukulele club, choir, sporting gala days and representative sporting teams are further examples of curriculum and co-curriculum activities for students. Staff members express great pride in these achievements and a belief that regardless of circumstances, the school and all students are able to achieve at the highest level.

School leaders and teachers actively seek ways to enhance student learning and wellbeing by engaging with families, building and maintaining strong partnerships with external agencies, and linking with relevant community groups.

Transitions into and out of the school are well supported. KindyLinQ, a facilitated playgroup model for three-year olds, enables the school to work with children and their families prior to the commencement of formal schooling. The emphasis on student wellbeing is clear in many of the school's partnerships. An Integrated Family Service based at the school is well established. A local Indigenous Elder is a long-term member of the school staff and through their connections with the community, and as the school's community education officer, ensures there is a Connection to Country and supports for all students and their families. There is an innovative, reciprocal partnership with University of Southern Queensland (USQ). As part of the vision for the Community Hub, graduate psychology students undertake part of their internship at the Hub. A partnership with Microsoft has enabled the school to provide Professional Development (PD) for over 200 teachers within and outside the school to build their digital technology capabilities.



2.2 Key improvement strategies

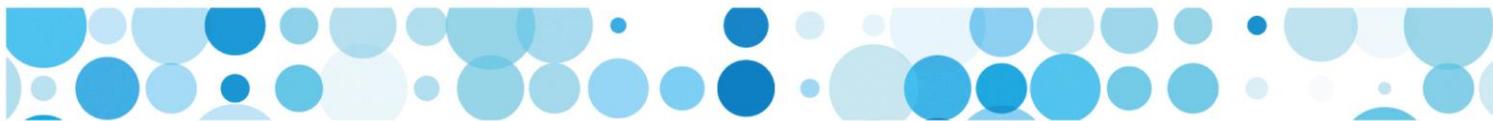
Develop precise strategies and actions, including timelines for implementation and accountabilities for key staff to support the realisation of the school vision and associated strategic plan.

Develop systematic processes, including internal and external moderation with peers and knowledgeable others, to develop and quality assure school curriculum resources and teacher judgement, and include processes to ensure the intended curriculum is enacted within classrooms.

Refine school processes to build teacher capability in focusing on formative assessment data to determine next steps for teaching.

Further develop and implement agreed signature pedagogies supported by PD, to enable consistency and precision of practice.

Formalise the collegial engagement framework and build the instructional capability of staff to lead the agreed coaching and mentoring processes.

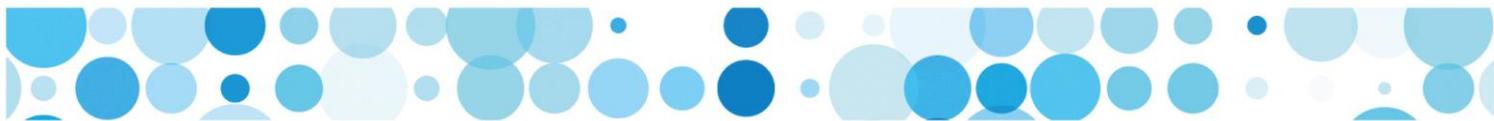


3. Snapshot of previous school review

The last review carried out at the school was conducted from **18 to 20 April 2017**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2017 review was identified as 932 and the school enrolment was 769 with an Indigenous enrolment of 13.4 per cent and a student with disability enrolment of 5.2 per cent.

The key improvement strategies recommended in the review are listed below.

- Review, refine and monitor the consistent collection of agreed data sets.
- Provide differentiated PD in data literacy to ensure teachers are able to rigorously interpret and utilise their own class data.
- Enact the Inclusion Action Plan for students with disability.
- Develop a long-term strategy for procurement, management and support for the effective use of Information and Communication Technology (ICT) devices to support differentiated student learning.



4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

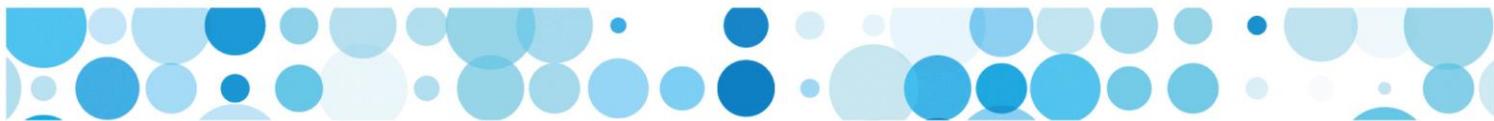
The school culture is permeated by the enthusiasm and commitment of staff members to support the learning and wellbeing needs of students. A collaboratively developed Culture Placemat captures the beliefs, vision and values of the school and includes expectations for quality teaching and learning. The principal indicates this placemat will underpin the strategic direction of the school, including the development of an Annual Implementation Plan (AIP) and the Explicit Improvement Agenda (EIA).

Metaphors are developed and utilised to build a strong moral imperative for improvement and to onboard staff members to priority areas. 'Pitch high, scaffold down' and 'Make moments count' are examples of the positive language modelled by the leadership team and repeated by staff members. Innovation grounded in research is apparent in the school's approach to addressing barriers for improved student outcomes and obstacles for school-wide improvement.

Staff members, students and parents celebrate the diversity of cultures and backgrounds of students and their families as a strength of the school and an important ingredient for building understanding, tolerance and respect. The principal acknowledges the diverse groups of students within the school, including students with disability, Aboriginal and Torres Strait Islander students, students with English as an Additional Language or Dialect (EAL/D), students living in poverty, students affected by trauma and students with complex social, emotional, behaviour and mental health needs, influence school improvement priorities and budget considerations.

Throughout the last strategic planning cycle the school has focused on reading, numeracy and inclusion. The principal describes this year's conversations with staff members having been directed towards student oral language development, teacher judgement – enabling teachers to be agile and effective decision makers; and community engagement – building stronger partnerships with parents through a 'No judgements' mindset. Staff members are aware of and supportive of school priority agendas. Staff members are able to discuss their focus on oral language in the classroom, developing formative and summative assessment tasks to inform next steps for teaching, and the supportive and collaborative culture in which they work.

The school has developed targets for future improvement that include 80 per cent of students achieving a 'C' or above Level of Achievement (LOA) in English, mathematics and science; 80 per cent of students attending school greater than 85 per cent of the time; and 90 per cent of staff express satisfaction with professional engagement opportunities. School future planning outlines the intention of disaggregating data to support target groups of students including girls, boys, Indigenous students and students with disability. Leaders administer pulse checks throughout the year utilising a range of data sets to determine student improvement and staff capability development in identified priority areas.



Role and responsibility statements are developed for members of the leadership team and key staff. Teachers have a clear understanding of who to approach for information and support. Members of the leadership team meet weekly to review progress in areas of responsibilities and to review school data sets.

School foundations for improvement are clearly articulated in the Culture Placemat and the principal identifies the importance of funnelling the intentions of the placemat into the next four-year strategic planning cycle. Leaders articulate the need to develop precise strategies and actions each year of the planning cycle to support and embed the expectations outlined across the four areas of the Culture Placemat of inclusion, curriculum, making judgements and instruction.

It is apparent the school is fostering a culture of high expectations for student achievement, attendance and engagement in their learning. The school PBL program including Goodna Heroes, is viewed by school leaders as building and supporting the character of the school and wider community. The introduction of PBL has been a major focus for the school over the past two years. Staff members identify the consistent and persistent approach to PBL has underpinned significant positive cultural change across the school. Staff members express a sense of optimism for the future direction of the school and articulate a willingness to explore and engage in opportunities to improve student learning and wellbeing outcomes.

Improvement strategies

Collaboratively unpack the school Culture Placemat to build a common understanding of the school vision, future directions and agreed expectations.

Develop precise strategies and actions, including timelines for implementation and accountabilities for key staff to support the realisation of the school vision and associated strategic plan.

4.2 Analysis and discussion of data

Findings

School leaders recognise the analysis and monitoring of student achievement data as essential to improving student learning outcomes and whole-school improvement. Processes to collect, monitor, analyse and discuss a range of student data is apparent. The leadership team clearly articulates that data is purposeful and targeted to inform all aspects of daily practice. Teachers express valuing the time they have to discuss the data and plan for interventions, support provisions and to track and monitor the progress of students.

The Teaching and Learning Overview provides a guide to the data discussions to be held that term. Data is discussed in the CADS, the Cohort Interaction Meetings (CIMs) and staff meetings. A Growth vs Achievement matrix is utilised to record student and class growth in addition to recording the assessment tool used to determine the level of attainment. Assessment tools may range from pre- and post-testing, analysis of writing samples, the use of standardised testing such as PAT-R, PAT-M, and National Assessment Program – Literacy and Numeracy (NAPLAN) data, PBL behavioural data, Fountas and Pinnell² reading benchmarks, or English writing ‘pulse checks’. Teacher Designed Assessment (TDA) tasks based on the current unit of work in Week 2 and Week 7 of the term, are beginning to inform student progress.

In 2021, the school has established an aspirational target of improving the reading Mean Scale Score (MSS) in Year 3 to 390 and in Year 5 to 460. An overall aspirational target for improving LOA in English school-wide was set at 80 per cent, or above for whole-school A-C distribution.

School leaders have developed a visible data ‘pulse check’ wall for the three cohorts of Prep to Year 1, Year 2 to Year 4, and Year 5 to Year 6. These are displayed in the deputy principals’ offices for ready reference to student achievement. The ‘pulse check’ is a simple system of ‘Above/At/Not Yet’ achievement in English term-by-term, followed by the evidence to support any marginal gains. Reading is collated for all students each semester with targeted groups tested each term to further monitor progress. The HOD-C additionally displays data walls with the same simple system to track students’ reading data.

Some teachers utilise the support provisions function in OneSchool to document the teaching strategies that support student improvement.

Some teachers value the time committed to fortnightly CADS as it provides an opportunity to meet with their line managers and to examine microdata, particularly in mathematics and English. A more formative approach has been taken to assessment rather than summative. Teachers indicate they have been allowed to exercise their professional judgment in using the evidence to track improvement. Some teachers express a wish to co-construct the

² Fountas, I., & Pinnell, G. (2011). *Benchmark assessment system: Years K-2, levels AN*. Heinemann.



agenda of the meetings to value add to the time they have to work on GTMJ's, moderation and assuming whole-year level responsibility for case managing all student progress.

A PBL team meets regularly to respond to emerging issues identified by staff and data collected in OneSchool, relating to behaviour incidents and recognised PBL whole-school data collection processes. A strategic response to the analysis of the relationship between student behaviour and wellbeing for the whole-school, cohorts and individual students is apparent. Data is analysed and determines the explicit teaching of a particular focus for the fortnight. This focus is then explicitly taught in classrooms to provide a consistent platform for the Goodna Heroes programme.

Small targeted Tier 3 responses through the Learning and Engagement tracker and subsequent celebrations of improvement in behaviour are an essential foundation to the success of the PBL process. The X-Ceptionals program using Lego as therapy is closely monitored by the Youth Support Coordinator (YSC) with data collected seven weeks prior to students entering the program and then again seven weeks after they have exited the program to ensure effectiveness and relevance to student needs. Two staff meetings per term are used for embedding the PBL approach further with staff. Data is presented and staff are able to see the trends in types and frequencies of incidents. Recent data indicates a reduction in the types of physical incidents and the rate at which they are occurring.

Attendance data is monitored internally. Provision of uniforms, breakfasts and lunches is a strategy used to remove barriers to non-attendance. Home visits are implemented as a strategy when deemed necessary to re-engage the student with school. In 2021, an aspirational target of 90 per cent or above, whole-school attendance is set.

Transition statements and enrolment interview notes are collated and provided to the Prep teachers to further support the transition of students into formal schooling. The focus on the development of oral language in the early years is a targeted response to the Australian Early Childhood Development (AECD) data collection set. School leaders indicate that generally, approximately half of the total enrolments into Prep have transition statements. Leaders additionally indicate that the information in the transition statements is valued.

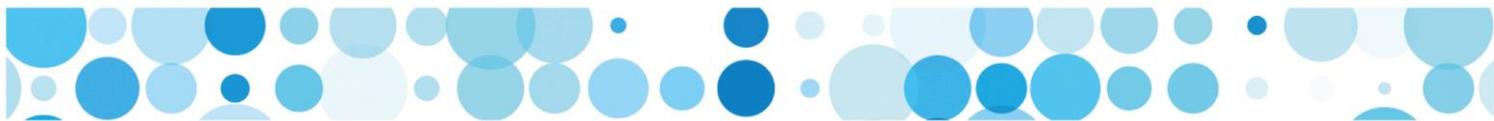
Class teachers and inclusion teachers have a shared responsibility for the explicit tracking of academic achievement data in comparison to year level cohorts regarding students with disability.

Improvement strategies

Further develop the data plan with precision and alignment of core priority areas identifying key cycles for data collection to inform enhanced teaching and learning opportunities.

Deepen case management practices and approaches across the school to identify and track high absenteeism.

Build teacher capability in data literacy to incorporate triangulation of relevant data sets aligned to cohort tracking and informing improved student outcomes.



4.3 A culture that promotes learning

Findings

Staff, students, parents and community members speak enthusiastically regarding the positive reputation the school has built within the local community. The school is viewed by many as a safe and highly supportive place where the needs of students are the top priority.

Students speak highly of the teachers and teacher aides. Many students comment that teachers make learning fun for them, and that there are a number of enjoyable activities and events outside the classroom that make school fun.

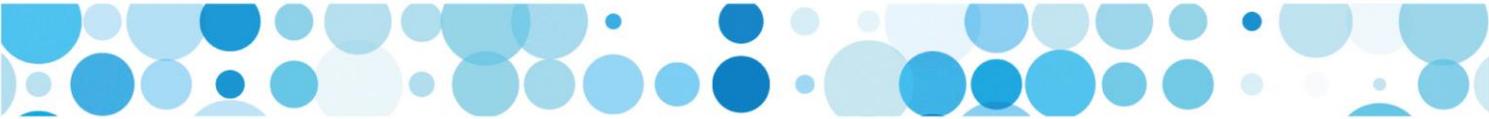
The principal articulates that staff meetings and other planning meetings are scheduled and intended to engage teachers in the full range of planning activities to meet the needs of students. Open professional discussion and risk taking are encouraged.

Interactions amongst staff, parents and community members are positive, caring and inclusive of a diverse school clientele. There are more than 40 cultures and languages present within the student population. Feedback from students and parents indicates a high degree of satisfaction with the efforts made by all school staff to make them feel welcome and to cater for their needs.

Respectful, professional relationships are apparent throughout the school community. Teaching staff express appreciation of the support offered by school leaders. Teachers collaborate within year levels to plan and implement a broad range of learning activities. Parents speak highly of the availability and professionalism of teachers and other school staff in assisting them to support their child's learning.

The school's Cultural Placemat provides the context for maximising student engagement and success across the four key areas of curriculum, inclusion, instruction and making judgments. Most teachers are able to discuss the placemat with confidence, with some acknowledging that many aspects are a work in progress. Many teachers speak about the importance of maintaining high expectations for each student and the importance of reading as a foundation to learning. A shared staff understanding and implementation of high expectations and intellectual rigour are identified as an important ongoing priority.

Staff express a collective view that student behaviour has significantly improved due to consistent application of agreed PBL processes in recent years. The notion of Goodna Heroes is well understood by staff and students and promotes desired behaviours and attitudes throughout the school. Hero HQ is a safe and central place that supports students in need. Students who meet Hero Standards are acknowledged for their consistent positive behaviour through ongoing events and end-of-year awards. Heroes Day is celebrated annually on the school's anniversary. Teachers are able to articulate clear steps and processes in managing student behaviour issues with a strong focus on proactive strategies known locally as 'carrots'. Teachers indicate there has been a significant reduction in lost learning time in classrooms as a result of the consistent implementation of PBL.



A PBL forum meets twice per term to analyse behaviour data and review priorities. Case management processes are established for managing Tier 2 and Tier 3 students. Hero handbooks provide communication and strategy support for staff in PBL contexts. Home visits by the engagement officer, YSC, Community Education Counsellor (CEC) and guidance officer additionally support these higher level students to re-engage with their learning. There have been 152 School Disciplinary Absences (SDAs) actioned during 2021, year-to-date, reflecting a significant decrease over previous years.

A staff wellbeing team meets fortnightly to plan activities that promote a healthy work-life balance including boot camp, regular celebrations and staff functions. A broad range of student wellbeing activities including lunchtime clubs is conducted for students. Teddy, the therapy dog, is on hand daily to support students with social and emotional needs.

The school and members of the staff team have been recognised by the local and broader community as leaders of innovative educational practices. The school has twice been awarded the Peter Doherty Award for Excellence in STEM in 2015 and 2018. A member of the leadership team was acknowledged as a Teacher of the Year in 2021. The school was additionally recognised with a local government sustainability award for its recycling organic waste program. Staff members express great pride in achievements such as these and a belief that they are proof that socio-economic or other factors do not have to hold a school back from achieving at the highest level.

The school offers several innovative programs and structures to assist in engaging the full range of learners. Science specialist teachers lead a long-term program that aims to engage and encourage students to pursue Science into the future. The X-Ceptionals program utilises Lego to support the development of social and communication skills. A range of multicultural programs is supported by key staff members to promote a broad understanding of Indigenous and multicultural perspectives. The Culture Placemat draws together school offerings under four clear pillars.

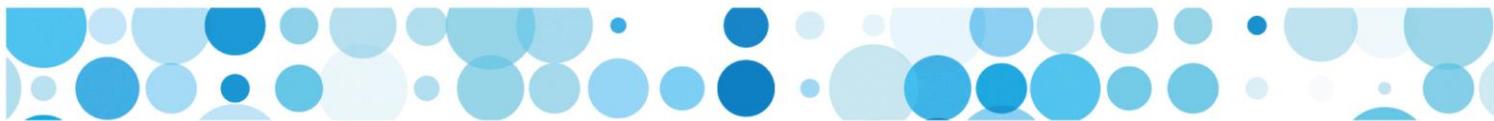
OneSchool indicates the 2021 year-to-date attendance rate is 85.9 per cent. School strategies to improve attendance include text messages, phone calls and home visits. An attendance policy documenting the school's proactive approach is yet to be formalised.

Staff and students demonstrate an obvious sense of belonging. Parents feel welcome and speak highly of the school. The school provides students with leadership opportunities in sporting, cultural and leadership roles. Student leaders express pride in the school and would like to further contribute their student voice in school decision making.

The 2021 School Opinion Survey (SOS) data indicates that parent, student and staff agreement with the statement 'This is a good school' is 94.4 per cent, 90.5 per cent, and 100.0 per cent respectively. These rates of agreement are higher than those for like schools and Queensland state schools.

Improvement strategies

Prioritise the building of a shared understanding and implementation of high expectations and intellectual rigour across the school.



4.4 Targeted use of school resources

Findings

The principal places a high priority on improving the learning and wellbeing needs of all students. School leaders are encouraged to make the best use of all available human, financial and physical resources to help teaching staff meet the needs of students through high quality teaching and learning programs.

A roles and responsibilities statement for key staff outlines areas of responsibility. Methodologies for quality assuring their impact on student learning and wellbeing outcomes are developing.

The budget is formulated by the principal and Business Manager (BM). Allocations are determined through a consideration of historical figures, current school priorities and emergent circumstances. Year level coordinators, specialist teachers and program managers track their allocations and expenditure, and provide input to the principal. The school budget is aligned to school and system priorities. The school's current bank balance is \$466 045.

The 2021 Investing for Success (I4S) funds of \$645 632 are being utilised to support leadership team roles focused on improvement priorities, employ a Speech Language Pathologist (SLP) to maintain the school's oral language interventions, and to purchase teacher aide time to support a range of literacy programs, particularly in the early years. Funds are additionally used to provide teacher release time for curriculum planning meetings.

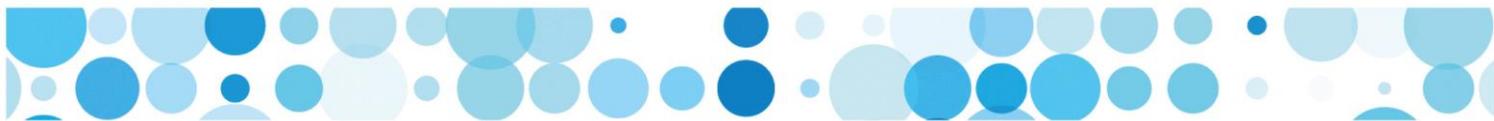
The school's strong commitment to capability development is apparent with \$213 207 allocated in this year's budget.

Additional funding sources include Childcare and Kindergarten (C&K) supporting the Headstart program and additional state funding for KindyLinQ and Science, Technology, Engineering, Arts and Mathematics (STEAM).

The teacher aide group is held in high regard by teaching staff, students and parents, with 23 general teacher aides supporting teachers in classrooms. Eight teacher aides work in the inclusion area providing support for students with disability or additional literacy, behaviour or cultural needs. The teacher aide cohort meets with the principal and BM twice per term to discuss operational and developmental needs.

A well-stocked resource room is maintained by the resource teacher. Teachers indicate that the room is well organised and managed and resources are readily accessible when required.

School funds support the wellbeing of students including PBL activities and Hero programs. The school additionally sponsors Year 6 students to participate in a regional school sport soccer program.



Approximately \$40 000 is allocated annually to procure and maintain ICT hardware to support student learning. The school has two computer labs. Each year level has a class set of laptops to share and classrooms have interactive whiteboards or televisions. The school employs a 0.6 Full-time equivalent (FTE) technician for maintenance and support, and a digitech teacher to engage students and assist all teachers to gain maximum benefit from using digital technologies with their students. Programs such as Maker Space, Deadly Drones, Reading Eggs and Mathletics are popular with the student group.

The grounds of the school are clean, colourful and engaging spaces where students learn and play. A number of historically significant gardens and other features are clearly identified. Indigenous murals and artworks are placed throughout the school. A Yarning Circle has recently been added to the school oval. Many staff and parents express their gratitude for the work of the cleaners and schools officers, and those that support them, to maintain school facilities to such a high standard. The school proudly displays PBL signage. The hero brand and the colour purple are significant features inside and outside buildings, adding to a sense of belonging and school pride.

The tuckshop is managed by the school with school uniforms outsourced to a local retailer.

The Parents and Citizens' Association (P&C) conducts a number of fundraising activities including the Splash and Dash and will contribute approximately \$2 000 towards the school's 2021 priorities.

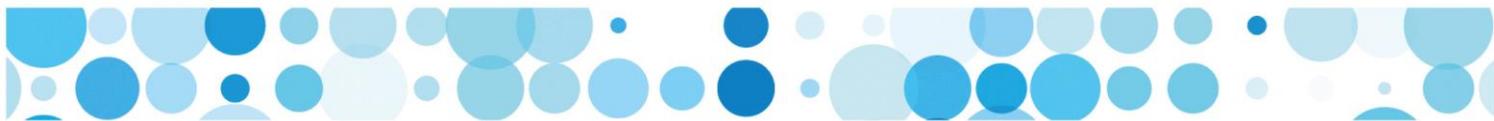
The school makes use of staff expertise and passions in a number of ways including membership of various committees including PBL and inclusion. Flexible curriculum delivery arrangements include some quality programs led by staff members with specific interests such as science, digital technologies and instrumental music.

Staff are deployed in ways to best address the learning needs of all students and to make best use of available staff expertise and interests. Several Indigenous staff members, specialist science teachers and others play significant roles in supporting student learning, in addition to supporting the capability of other teachers across the school.

Students with disability or other complex learning needs are supported by seven inclusion teachers and up to eight teacher aides. The school additionally provides the services of a Head of Special Education Services (HOSES), a SLP and an onsite guidance officer.

Improvement strategies

Develop a systematic process to review the roles, responsibilities and accountabilities of key staff members to support the Quality Assurance (QA) of their impact on improving student learning and wellbeing outcomes.



4.5 An expert teaching team

Findings

The staff team presents as a dedicated, cohesive and unified group with minimal staff turnover. Parents speak highly of the professionalism displayed by all staff members. Teachers and support staff are skilled in their fields with some taking on additional roles and responsibilities beyond the classroom to support colleagues and improve learning opportunities for all students, including STEM and visual arts. A strong staff culture of collaboration and teamwork is fostered across the school.

A number of targeted staff teams are established to lead or manage important elements of the school operations such as PBL, inclusion and cohort teams. The principal articulates that care is taken to select the most appropriate coordinators for these middle management roles. Review processes to determine the extent to which these intentional collaboration structures ensure opportunities for deep learning and teacher sharing of practice are developing.

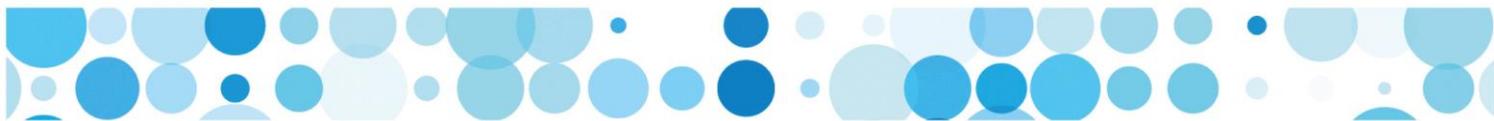
The school leadership team has engaged an external consultant to challenge and support them in building their own capability to lead the staff to lift learning outcomes for students over time. The focus is on teamwork, effective communication and developing instructional coaching skills. All school leaders have been profiled, and awareness of their own learning and operational styles is developing.

Deputy principals conduct regular informal walkthroughs as frequently as possible to observe routines and provide support to teachers as required. Teachers express appreciation for the availability of school leaders and key staff members to support them in their work. Leaders discuss a pilot/co-pilot model where support structures are wrapped around the teacher in their classroom. Some formal observation and feedback by school leaders occurs.

The principal demonstrates a commitment to supporting all staff to build their teaching capability. A draft collegial engagement framework is under development to help provide an agreed, professional approach to instructional leadership across the school that involves all school leaders. Teachers indicate a willingness to engage with school leaders in their classrooms to support building their capability and ensure consistency of agreed practices across the school. School leaders acknowledge a need to build their own and key teachers' instructional capability to lead the agreed coaching and mentoring processes.

Five trained PBL coaches support teachers to enhance their knowledge and skills in classroom management. Teachers acknowledge valuing the support they receive from the PBL coaches. The full PBL team meets fortnightly to discuss behaviour data and to plan for the upcoming fortnight. There is broad agreement that consistent implementation of agreed PBL practices has significantly reduced lost learning time in classrooms throughout the school, particularly in Year 4 to Year 6.

Intentional collaboration is supported within year levels through the adoption of CIMs. These meetings are data driven, and engage staff in conversations and PD regarding current and



possible future teaching practices aimed at lifting student achievement levels. CADS are currently led by school leaders and provide cohorts with facilitated time to pre-plan curriculum units based on the AC. There is an intention to develop year level cohort leaders from 2022 to build further leadership density across the school. The principal acknowledges staff meetings are carefully planned to enable regular intentional collaboration and professional dialogue regarding priority areas.

Many teachers speak highly of the range and quality of PD available to them. Most teachers indicate that they are willing to freely provide their time to attend relevant PD activities. Optional PD activities on Wednesday afternoons are well attended.

A range of strategies is recently introduced and are gradually being taken up by teachers to enhance learning for both themselves and their students. Teachers speak enthusiastically regarding their visit to another school to explore 'Bump it up' walls. The school is training teachers in the Berry Street³ model to support differentiated practice. Many teachers engage with their peers in Watching Others Work (WOW) and engage in professional learning conversations in relation to their teaching practice. Coaching Highly Achieving Teachers (CHAT) processes are used to encourage and support teachers aspiring to apply for Highly Accomplished Teacher (HAT) status.

Annual Performance Development Plans (APDP) for teachers and teacher aides are managed by the deputy principal responsible for the cohort. These plans align to school priorities and support the individual learning needs of staff members.

A professional learning overview for 2020-2022 is developed and aligned to key school priorities.

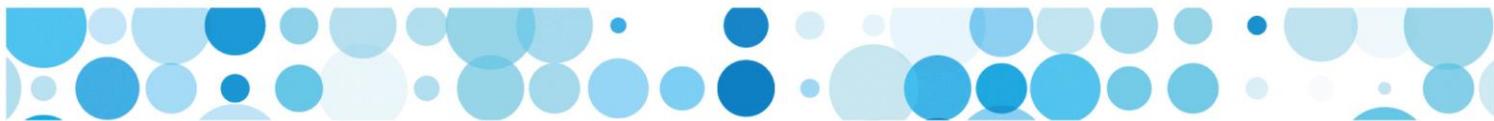
Some teachers indicate that induction programs have been inconsistently implemented in the past and that they were reliant on year level colleagues for information regarding school systems, policies and practices. An induction program is established and an external beginning teacher mentor is utilised as required.

Improvement strategies

Formalise the collegial engagement framework and build the instructional capability of staff to lead the agreed coaching and mentoring processes.

Refine the school's intentional collaboration structures to ensure opportunity for deep learning and teacher sharing of practice.

³ Berry Street Childhood Institute. (2018). *Berry Street Educational Model*.
<https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>



4.6 Systematic curriculum delivery

Findings

The school has commenced a curriculum reform process with the intention of making the curriculum locally relevant and focusing attention on ensuring all students are proficient in the basics. Leaders describe moving to a Curriculum, Assessment and Reporting Plan (CARP) that is aligned to the AC and is less reliant on the Curriculum into the Classroom (C2C) resources. A desire to support teachers to build a deeper understanding of the AC to enable them to collaboratively develop learning experiences that are accessible, engaging and challenging for all students, is apparent.

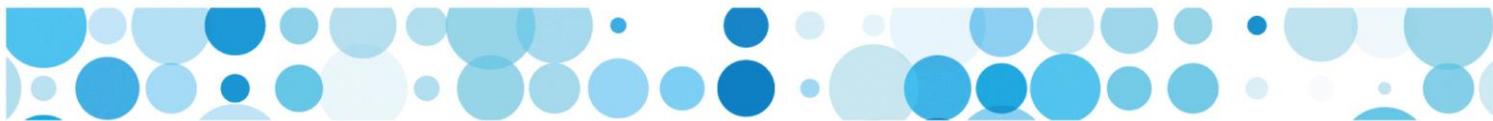
Many teachers express an enthusiasm for the opportunity to develop school-based units of work that will enable students to access the curriculum and have the time to meet and exceed the required standard of each learning area. A school-based mathematics program and English program are developed and teachers describe these programs as allowing more flexibility for them to meet the needs of students. Teachers describe varying ways of developing curriculum units, including backward mapping from the standard of the AC and assessment tasks to identify what students need to know and do. Curriculum resources are stored on OneNote.

Teachers take responsibility across the year level cohort for developing and sharing the units of work for the different learning areas. CADS and staff meetings enable teachers to collaborate on their planning. Teachers articulate appreciating the opportunity to collaborate with their colleagues on curriculum design. Teachers describe varying levels of satisfaction with the structure and organisation of CADS in fostering deep conversations regarding the AC, and the development of their classroom curriculum. Some year levels are exploring opportunities to create purposefully connected curriculum units.

Supporting teachers to be agile and effective decision makers is a key school priority. Leaders articulate the need to build teacher confidence and competence to adapt the learning journey of students and assess these varied pathways with fair on-balance teacher judgements. TDAs are beginning to enable teachers to capture formative data to support next steps in learning. C2C assessment tasks and GTMJs are utilised to determine student LOAs in some instances. Teachers have commenced designing school-based assessments and GTMJs. Some teachers identify the need for PD to further equip them to design quality summative assessments and associated GTMJs.

The HOD-C has established a network of colleagues within and external to the school to assist in the development of the school curriculum plan. A formal process to quality assure school-developed curriculum programs, units of work, assessment tasks and GTMJs is yet to be developed. The principal articulates a future step for the school will be to build the capability of teachers as curriculum leaders and provide classroom-based curriculum mentoring and coaching activities.

Teachers describe ongoing conversations within their year level, at CADS and staff meetings, to moderate student work. The principal describes the importance of building



strong moderation processes within and outside the school to quality assure teacher judgements and build teacher understanding of the expected standard of the AC.

A school priority is providing all students with an engaging and challenging curriculum. Teachers aspire to develop curriculum experiences for students that are aligned to real life and are locally relevant. An emphasis on providing students with access to enriching experiences to build their existing knowledge and understanding is apparent.

The school has a long-standing highly regarded science program that is delivered by specialist teachers, and enables students to partner with universities and community groups to explore all strands of science and focus on sustainability. Teachers are able to enhance the curriculum delivery utilising school facilities and resources, including a designated STEAM space and resources, library, ICT labs, school hall, pool, sustainability garden, and recycling station. The school music program, languages – French, ukulele club, choir, sporting gala days and representative sporting teams are further examples of curriculum and co-curriculum activities for students.

The inclusion of the general capabilities and cross-curriculum priorities of the AC is apparent in the PBL program and school celebrations. Embedding Indigenous perspectives within the curriculum and the culture of the school is an ongoing priority.

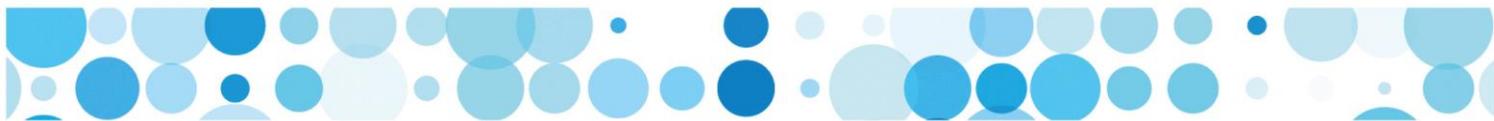
The school reporting processes meet Department of Education (DoE) requirements. Teachers articulate encouraging parents to attend formal interviews is challenging. The school Facebook page, Instagram and newsletters are utilised to share the learning journey of students and their celebrations of learning success.

Improvement strategies

Develop systematic processes, including internal and external moderation with peers and knowledgeable others, to develop and quality assure school curriculum resources and teacher judgement, and include processes to ensure the intended curriculum is enacted within classrooms.

Provide further PD for teachers to equip them to design quality curriculum units, summative assessments and associated GTMJ's.

Review the structure and organisation of CADS to enable deep conversations regarding the AC and the development of classroom curriculum.



4.7 Differentiated teaching and learning

Findings

The school has a strong ethos of *'everyone can learn'*, with an emphasis on the development of a school culture of high expectation and intellectual rigour. This is exemplified in the conversations with leaders and teachers and the support programs for students available across the school. The principal encourages teachers to look for 'What's possible' and this mantra resonates with staff. Teachers understand that positive and caring relationships are key to student learning success.

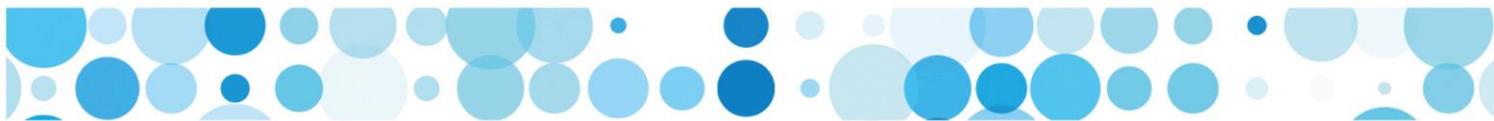
School leaders utilise data and research to build a strong moral imperative for improvement and address the collective and individual learning needs of students. The Australian Early Development Census (AEDC) data has informed the school priority focus on oral language development. This priority is being addressed through curriculum design, classroom pedagogical approaches and with targeted intervention for students. School-based SLPs are supporting the development of the whole-school approach to oral language, phonemic awareness and a focus on systematic, synthetic phonics.

Members of the school inclusion support team are active participants in year level CADS, supporting teachers to recognise opportunities for differentiating the curriculum for students identified in the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and students with verified disability. Discussions during CADS on student formative assessment to determine next steps for teaching and the review of the success of subsequent support strategies are continuing to evolve. Consideration of opportunities to differentiate the learning, pedagogy and assessment modes in unit planning is developing. Some teachers identify a need for further consideration of how to engage and challenge high performing students. Some students indicate they would appreciate further challenge in their learning.

School human resources including teacher aides, inclusion teachers and the YSC are deployed to support teachers to tailor their classrooms to meet the needs of students and when required, provide targeted interventions. Teachers and inclusion teachers frequently work in a co-teaching model. Teachers describe this model as allowing flexibility in addressing the learning needs of students, and providing opportunity to watch each other work and learn from each other. Inclusion teachers upload support plans for students and differentiated learning opportunities for students on OneNote.

Building an inclusive school culture including how to effectively support the needs of individual and identified groups of students is an ongoing school priority. Staff members are able to articulate the journey the school has undertaken in recent years to develop systems of support and pedagogical practices to enable equitable access to the curriculum for all students. Leaders and teachers identify the school continues to focus on researching and refining best practice in this area.

Some teachers describe the pedagogical approaches they utilise to meet the diverse needs of students. EI and the GRR are cited as enabling students to redo the learning opportunities, particularly within the warm up and the GRR stages of 'I do, We do, You do'.



Recent professional learning on how to utilise Bump it up walls in classrooms is acknowledged by teachers as providing them with another approach to personalise the learning for students. Teachers describe the Bump it up walls as assisting them and students to co-develop goals for improvement and for teachers to provide timely and relevant feedback for students. Bump it up walls are identified by teachers as a work in progress, with many teachers enthusiastic about the possibility of increasing agency for students and the clarity they are providing on next steps for improvement.

The Microsoft differentiation project is supporting teachers to utilise online learning platforms and digital pedagogies to personalise student learning. Teacher project leaders and the pedagogy coach are building professional learning opportunities for teachers. An example of the professional learning provided includes how to utilise the full function of Mathletics to develop individual learning pathways for students. Teachers additionally explored how students are able to become teachers as they share their misconceptions with class members, describing what they have learnt through sharing their screen with the class.

The school has a process and flow chart for developing Individual Curriculum Plans (ICP) for students. The inclusion staff for each sector are responsible for developing and storing ICPs. The school has 19 students on ICPs, 14 of these students are verified with disability.

The school utilises a case management approach to support students with complex learning, social, emotional, behaviour and mental health needs. The inclusion team meets each week to discuss student referrals and follow up on decided actions and supports for students. Teachers submit referral to the team for further consideration.

The school regularly works with multiple outside agencies to support the diverse needs of students and their families. This process is coordinated through the inclusion team and the onsite Goodna Integrated Family Support (GIFS) coordinator.

Improvement strategies

Refine school processes to build teacher capability in focusing on formative assessment data to determine next steps for teaching.

Build teacher confidence and expertise to utilise Bump it up walls to increase student agency, develop personalised learning goals for students, and provide relevant and timely feedback to students on how they are able to improve.

4.8 Effective pedagogical practices

Findings

The development of the Culture Placemat as a tool for articulating a clear vision of beliefs and values provides a whole-school guide for improving outcomes. The setting of high expectations in all aspects of school life and the belief in every child succeeding are apparent. Effective pedagogical practices are referenced on the placemat with the metaphors of 'Teach the student – Know the curriculum' and 'Pitch high and scaffold down' to support all learners. EI and GRR, AAP, learning intentions, success criteria, and review, revisit and redo are all components of the model. Class teacher use and application of these and other pedagogical approaches and practices vary across the school. Growth Mindsets and the work of Dweck⁴ have influenced the school culture and additionally underpin the school's Culture Placemat.

EI and the GRR model are referenced by teaching staff as being the predominant consistent practices. The renewed focus provided to redo is allowing time for teachers to revisit and review, according to the needs of their students, more effectively. Teachers articulate appreciation of the way EI has evolved at the school to allow for a greater concentration of effort in the redo area.

Elements from other research-based pedagogies have influenced components of practice in classrooms. These include Seven Steps to Writing, Sound-Write systematic synthetic phonics approach, Reciprocal Reading, and Sheena Cameron⁵ writing strategies. A range of understandings regarding which pedagogies are most effective to maximise student engagement and improve learning outcomes is apparent.

AAP is utilised to engage students in the early years. Hands-on activities and applying real-life situations to student-centred enquiry are apparent. A more integrated approach is responding to the needs of students. Early years teachers readily identify a desire for a consistent approach to the teaching of oral language in the school. A focus on a common approach towards phonemic awareness has been well received with many seeking and being willing to undertake training on their flexible staff development days in school holidays.

A key area for developing staff capability is considered to be eLearning. The development in teacher capabilities in areas including the use of platform devices, digital literacy and Information Technology (IT) capabilities and innovation is inherent in the staff professional learning plan. The provision of a specialist design technologies teacher in Prep to Year 3 allows for the students to develop their skills in these areas. In Year 3 to Year 6 the class teachers focus on the design element of technologies with the specialist teacher working in the areas of coding design to enhance student learning. There are plans to further integrate the general capabilities into this area to further provide for real-world learning and purposeful assessment. Engagement of some staff in the eLearning project has built the capacity for

⁴ Dweck, C. (2006). *Mindset: The new psychology of success*. Random House.

⁵ Cameron, S. (2018). *Sheena Cameron*. <https://sheenacameron.com/>



leaders to undertake an action research project. The project has been led across year levels through aspirational teachers who have used the digital tools to enhance their practice. Staff are excited to receive a notional amount for resources and a unit of work to take away from these workshops. Opportunities for staff to attend Google PD optional workshops throughout the term have been well supported. Staff have upskilled in the areas of Merge Cube, Makey, Micro:bit v.2 and Micro:Maqueen Robot. The pedagogical coach articulates a clear vision for embedding IT and general capabilities further into the school curriculum through developing the capability of teaching staff.

Dedicated specialist science teachers contribute to the effective delivery of programs utilising specific pedagogies to inspire students to be curious and foster a love and interest in the scientific world. An emphasis placed on sustainable practices, creativity and hands-on learning is apparent.

Teachers speak enthusiastically regarding the range of quality PD available including optional afternoon PD sessions, visits to other schools, WOW opportunities, coaching and leading trials and projects associated with new pedagogies. Teachers identify they would appreciate further access to the full range of PD available.

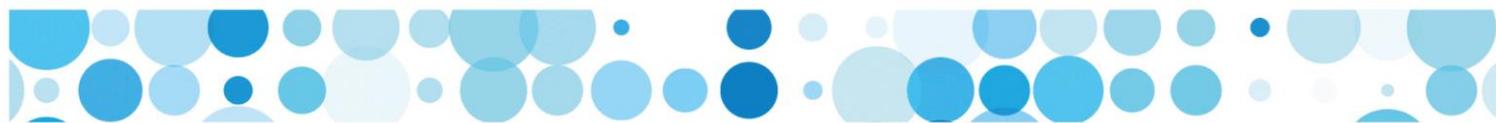
The school places high levels of importance on student wellbeing and creates classrooms whereby students are engaged, feel safe to take risks and are supported to learn. This is demonstrated through classroom displays, a welcoming atmosphere, respectful communication and increasingly settled classrooms. In some classrooms the learning intentions and success criteria are clearly displayed. Anchor charts and examples of student work are also apparent. Inclusion support is readily available to support class teachers to provide continuity of learning.

Teachers use Bump it up walls for writing to personalise and target the learning goals for students. They are additionally used as a conferencing tool with students to determine areas of improvement. This provides a visible learning journey for students as they work towards their next lift in achievement. Teachers articulate a willingness to engage with Bump it up walls. Some teachers detail the success of this tool when engaging students to co-construct the wall as part of the teaching routine. Some senior students are able to articulate the functions of the Bump it up wall and how it supports their learning. Students understand teachers use Bump it up walls as feedback regarding their work.

Teachers express a willingness to engage with school leaders to receive constructive feedback on their pedagogical practice. Some formal teacher observations in relation to reading have been undertaken in classrooms. A process for beginning teacher mentors to provide feedback through formal observations is apparent.

Improvement strategies

Strengthen the implementation of signature pedagogical approaches and practices, with ongoing access to high quality professional learning experiences for all staff, including opportunities for school visits, coaching, observation, feedback and sharing of practice.



Further develop and implement agreed signature pedagogies supported by PD, to enable consistency and precision of practice.

4.9 School-community partnerships

Findings

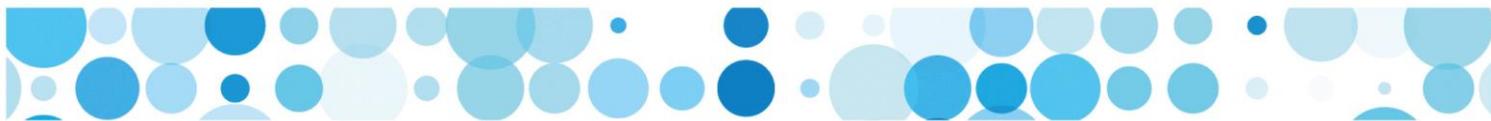
The school is a valued part of the community and is well regarded for the additional support and services it offers the school community. Parents speak positively of the levels of care and support offered by the school. Parents articulate feeling accepted and like the multicultural aspect of the school. They articulate that their child is happy and that they are able to easily engage with their child's teacher or school leaders to discuss any issue of concern. School leaders and teachers actively seek ways to enhance student learning and wellbeing by engaging with families, building and maintaining strong partnerships with external agencies and linking with relevant community groups. School leaders acknowledge a need to continue to establish and maintain strong partnerships within the local and broader community, particularly those that align to the school's EIA and promote the desired positive school culture within the school community.

Communication, particularly digital communication including Instagram and Facebook, is widely utilised. These platforms allow for daily posts of celebratory school news in addition to providing information regarding upcoming events. A comprehensive electronic newsletter is additionally forwarded home at regular intervals and uploaded on the school website.

The P&C takes a strong interest in the school. They raise funds and work closely with the principal to support school initiatives. Currently, the P&C is planning a Splash and Dash day to raise funds, and holds a biennial fete. The school operates the tuckshop with the uniform shop outsourced to a retailer. A small group of students attends an Outside School Hours Care (OSHC) program facilitated by Camp Australia on site.

Transitions into and out of the school are well supported. KindyLinQ, a facilitated playgroup model for three-year olds enables the school to work with children and their families prior to the commencement of formal schooling. The program is facilitated at the Community Hub and operated by a qualified teacher with a focus on parents as the first teacher and oral language. The school conducts Prep transition mornings to facilitate the smooth transition to school. Children from the many local early childhood facilities attend. Parents are additionally invited to attend Prep interviews with a deputy principal to further enhance the relationship building between school and home.

Partnerships with two high schools are established. A dedicated transition officer provides the conduit between the school and Bellbird Park State Secondary College. Students transitioning to Bellbird Park State Secondary College are offered opportunities to engage in experience days for science and sports. The transition officer is available to attend Year 6 parent teacher interviews to speak to parents about what the secondary school has to offer. The Bellbird Park State Secondary College principal speaks highly of the students transitioning from the school. Collaboration between the principal of the school and Milpera State High School is becoming established. Both principals share a commitment to bridge the transition gap for EAL/D students. Milpera State High School offers an intensive 40-week language programme to identified students in Year 5 or Year 6. Recently, the principals collaborated on an innovative online programme, 'Milpera Live', that allows up to 16 students



at a time to access and participate in an online program from within the school. The EAL/D teacher and an inclusion aide oversee the program at the school.

The emphasis on student wellbeing is demonstrated in many of the school's partnerships. A well-established GIFS is based at the school, operated by St Vincent de Paul. It is facilitated by a social worker who works with at risk families and provides a wrap-around service coordinating with external agencies and other government organisations such as the Queensland Police Service (QPS), National Disability Insurance Scheme (NDIS), Queensland Health, Queensland Housing, and DoE to support families.

The school employs a chaplain for three days a week. The chaplain provides pastoral support and other extracurricular activities to complement the ongoing and highly valued social and emotional support service provided on a daily basis. The additional support of the YSC ensures student wellbeing is always at the forefront of the school.

The school utilises local providers to support the ongoing health of students. The local Coles and Police-Citizens Youth Club (PCYC) provide food for emergency lunches and donate bread, milk and vegemite for the breakfast club.

School data indicates that over 15 per cent of students identify as Aboriginal and/or Torres Strait Islander. A local Indigenous Elder is a long-term member of the school staff. Through their connection with the community, and as the school's community education officer, the Elder ensures a school Connection to Country and traditions, and supports all students and their families.

There is an innovative, reciprocal partnership with USQ. As part of the vision for the Community Hub, graduate psychology students undertake part of their internship at the Hub. They are under supervised practice with the senior lecturer from the School of Psychology. This arrangement sees the interns provide assessments for referred students and assist families to access NDIS funding.

Awards received in recognition of the school's leadership in the areas of sustainability have led to stronger connections with the Ipswich City Council. Six school heroes have been invited to present at the Ipswich City Council Youth Sustainability Summit. The school has additionally been asked to partner with the Ipswich City Council to facilitate PD workshops on sustainability with other schools.

Improvement strategies

Regularly review community partnerships to maintain authentic community relationships that support the school's EIA and the desired positive culture within the school community.