# Sharon State School

## Executive Summary

School Improvement Unit

Queensland Government

## Contents

1. Introduction ..... 3
1.1 Review team ..... 3
1.2 School context ..... 4
1.3 Contributing stakeholders ..... 5
1.4 Supporting documentary evidence ..... 5
2. Executive summary ..... 6
2.1 Key findings ..... 6
2.2 Key improvement strategies ..... 9

## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Sharon State School** from **31 October** to **2 November 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

### 1.1 Review team

| | |
|---|---|
| Garry Lacey | Internal reviewer, SIU (review chair) |
| Andrea Whelan | Peer reviewer |

## 1.2 School context

| | |
|---|---|
| **Location:** | Sharon School Road, Sharon |
| **Education region:** | North Coast Region |
| **Year opened:** | 1883 |
| **Year levels:** | Prep to Year 6 |
| **Enrolment:** | 114 |
| **Indigenous enrolment percentage:** | 4.4 per cent |
| **Students with disability enrolment percentage:** | 2.6 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 983 |
| **Year principal appointed:** | 2017 |
| **Day 8 Staffing Teacher Full-time equivalent numbers:** | 6 |
| **Significant partner schools:** | Kolan South State School, Oakwood State School |
| **Significant community partnerships:** | Parents and Citizens' Association (P&C), school chaplain, Northern Alliance |
| **Significant school programs:** | Positive Behaviour and Learning (PBL) |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, seven classroom teachers, guidance officer, three teacher aides, Business Manager (BM), school chaplain, ancillary staff member, 15 student council members, 64 students and 10 parents.

Community and business groups:

- P&C president.

Partner schools and other educational providers:

- Deputy principal of local high school and director of local kindergarten.

Government and departmental representatives:

- ARD.

## 1.4 Supporting documentary evidence

| | |
|---|---|
| Annual Implementation Plan 2018 | Explicit Improvement Agenda 2018 |
| Investing for Success 2018 | Strategic Plan 2015-2018 |
| Headline Indicators (Term 1, 2018) | School Data Profile (Semester 1, 2018) |
| OneSchool | School Opinion Survey |
| Professional learning plan 2018 | School budget overview |
| School improvement targets | Curriculum planning documents |
| School pedagogical framework | Professional development plans |
| School data plan | School newsletters and website |
| School based curriculum, assessment and reporting framework | Report Card and NAPLAN Update Semester 1 2018 |
| Responsible Behaviour Plan for Students | |

## 2. Executive summary

### 2.1 Key findings

**The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.**

Staff members demonstrate an understanding of the importance of positive relationships and work hard to maintain a culture that promotes learning. These relationships are responsive to the needs of the students with staff members taking time each day to talk with students and show an interest in each individual. Interactions between staff and students are caring, polite and inclusive. Students strongly affirm the work of school staff and articulate a strong sense of belonging.

**The school has clear expectations regarding how students should behave and interact with each other.**

Strategies are established to promote appropriate behaviour through the implementation of the Positive Behaviour for Learning (PBL) framework. The principal and staff members work to maintain high standards of behaviour that are achieved through the school's CARE expectations – ***C****onfidence, **A**ssisting Others, **R**esponsibility and **E**ngagement in Learning.* Students are well aware of the agreed ways of behaving at the school. Students and staff members speak highly of the success of the program and of improved student behaviour.

**The professional culture at the school is positive with staff members articulating that this school is a good place in which to work.**

Staff members display mutual respect in their interactions and this engenders high levels of trust across the school. Staff work hard in the best interests of each other and display positive attitudes as committed professionals. High levels of morale are maintained throughout the year with staff members providing personal and professional support to colleagues.

**In 2018, the principal has chosen to focus the work of the teaching team on collectively implementing strategies to improve student learning outcomes in reading and writing.**

There is a good level of commitment from members of the teaching team to implement consistent practices for the teaching of reading and writing at the school. Some teachers are able to clearly describe their work in implementing balanced reading and writing programs in their classrooms, with other teachers continuing to develop their skill sets in the use of key strategies for literacy sessions. The principal recognises the importance of working with the teaching team to embed agreed practices relating to the Explicit Improvement Agenda (EIA) and what this looks like in classrooms. The principal understands the importance of regularly monitoring the implementation of the EIA across all classrooms to ensure consistency of practice is achieved.

**The school team is committed to using data on student outcomes to progress the school's improvement agenda.**

The principal has developed a school data plan that provides a guide for teachers regarding the type of data to be collected and the general timelines for this to occur. The school team has recently commenced the process of discussing student reading data using a OneSchool data display. The principal reports this process is in the early phases of implementation and is committed to providing more opportunities for the teaching team to interrogate systemic and school-based achievement data that promote conversations relating to further improvements sought in student outcomes.

**Members of the teaching team plan curriculum units for their students aligned with the learning areas of the Australian Curriculum (AC).**

Most teachers plan curriculum units individually and report using a variety of methods to consider the content of the curriculum. Some consider the assessment task and Guide to Making Judgements (GTMJ) as the first stage in the planning process and then use Curriculum into the Classroom (C2C) units to plan the lesson sequence. Other teachers report using a backward mapping process to ensure alignment with the achievement standard and content descriptions of the AC. Quality Assurance (QA) processes to ensure the rigour and intent of the AC are maintained in the implementation of curriculum units are yet to be established.

**The principal views the ongoing capability development of staff members as central to improving student learning outcomes and the performance of the school.**

The principal indicates a desire to develop a detailed professional learning plan that provides regular and timetabled opportunities for capability development for all staff members. This plan will include opportunities for professional learning in areas including collaborative planning, online learning, data discussions, professional reading, collegial networking, coaching and mentoring, and observation and feedback. There is recognition from staff members of the need for more regular and planned professional learning opportunities to guide their capability development.

**The principal understands the importance of continuing to develop skills as an instructional and school leader to more effectively lead curriculum, teaching and learning at the school.**

In order to lead the capability development of the teaching team, the principal recognises the need to plan opportunities, with the support of regional personnel, to further develop capacity and abilities as an instructional and school leader. It is envisaged that these learning opportunities could include principal-to-principal mentoring and regular networking opportunities.

**A range of co-curricular learning experiences are offered to students through the year.**

The school is promoting the Arts through the performance of a school musical every second year and an end of year Christmas concert. Combined small schools athletics and cross country events, swimming program and gala sporting days are offered. Students across all year levels are offered a camping experience, with extension learning opportunities offered to some students through the Maths Team Challenge competition and the annual languages speaking competition. Students report they value the co-curricular learning experiences offered at the school and the time school staff take to support them.

**The principal and school staff express the belief that all students are able to learn and succeed every day**.

Teachers have a good understanding of the ability level of their students. Teachers monitor progress of individual students and adjust teaching in response to the progress that individuals make. Ability groups are commonly formed in classrooms to differentiate learning experiences for students in literacy and numeracy. Teacher aides are timetabled to support classroom teachers in this process and work alongside their teacher colleagues to cater for the range of learners at the school.

## 2.2 Key improvement strategies

Work with the teaching team to embed agreed practices relating to the EIA, determine what this looks like in the classroom and monitor implementation to ensure consistency of practice.

Provide time for the teaching team to interrogate systemic and school-based achievement data that promotes conversations relating to further improvements sought in student outcomes.

Engage with regional curriculum leaders to develop and adapt curriculum units aligned to the AC that are quality assured for balance and coverage against content descriptions and achievement standards.

Develop a timetabled, professional learning plan that details a broad range of opportunities for capability development for all school staff including Annual Performance Development Plans (APDP), coaching and mentoring and models of feedback.

Engage with regional personnel to identify opportunities for the principal to further develop capacity and abilities as an instructional and school leader.