Blackwater North State School

School Review Report

School and Region Reviews

Queensland Government

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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Contents

1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Blackwater North State School** from **30 August** to **1 September 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

Bradley Clark   Internal reviewer, SRR (review chair)

Stephen O'Brien   Peer reviewer

Lesley Vogan   External reviewer

1.2 School context

Indigenous land name:	Ghungalu
Location:	Cnr William and Park Street, Blackwater
Education region:	Central Queensland Region
Year levels:	Prep to Year 6
Enrolment:	446
Indigenous enrolment percentage:	18.39 per cent
Students with disability percentage:	10.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	960
Year principal appointed:	2020

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Head of Department – Curriculum (HOD-C), 25 teachers, 12 teacher aides, 61 students, 13 parents, Parents and Citizens' Association (P&C) president, crossing supervisor and Outside School Hours Care (OSHC) coordinator.

Community and business groups:

- Bright Minds coordinator, external leadership coach, Police-Citizens Youth Club (PCYC) representative and Adopt-a-Cop.

Partner schools and other educational providers:

- Principal of Bluff State School, principal of Blackwater State School, principal of Comet State School, principal and deputy principal Blackwater State High School and Queensland Virtual STEM Academy (QVSA) representative.

Government and departmental representatives:

- Regional Principal Advisor – Inclusion and ARD.

2. Executive summary

2.1 Key findings

Staff discuss a strong sense of collegiality across the school.

The school is focused on building *'Clarity, Consistency and Collaboration'* (the three Cs). This is apparent in the number of strategies developed to encourage a strong collegial culture and mutual trust amongst staff members. Teachers and teacher aides value the time they have to meet and work together. School structures, including Professional Learning Team (PLT) staff meetings, Learning Analysis Meetings (LAM), teacher aide meetings and curriculum planning time exemplify the opportunities provided for staff members to collaborate. Many staff outline that these scheduled meetings are complemented with frequent, informal meetings and sharing of resources.

Learning walls are a key feature to support student learning.

There is an expectation all teachers will utilise Visible Learning[1] strategies, including the development of learning intentions, success criteria and learning walls in their day-to-day practice. Learning intentions and success criteria are displayed on learning walls within classrooms. Many students discuss how they utilise learning walls and how teachers provide feedback to help them improve. Senior students identify learning walls as an important component of their classroom and their learning. They discuss regularly accessing learning walls throughout the week. Teachers' provision of both verbal and written feedback to students is apparent.

The principal indicates a commitment towards strengthening inclusive practices.

The leadership team is developing a model for inclusion to ensure students are supported to access curriculum in classrooms alongside their peers. The leadership team recognises the importance of building the confidence and capability of classroom teachers to differentiate teaching and learning through whole-school approaches to pedagogy and evidence-based inclusive practices. A plan that details a strategic process for inclusive reform is yet to be collaboratively developed with staff.

The school endeavours to build a culture that promotes learning and student wellbeing.

Teachers speak positively of their students and how they build respectful and supportive relationships within their classrooms and in the playground. Parents identify staff members as approachable, caring and polite. Consistent implementation of Positive Behaviour for Learning (PBL) is central to the school's approach to promoting appropriate student behaviour. Staff members are supportive of the PBL approach and its consistent language, targeted teaching focuses, and recognition and celebration of students' positive attitudes and dispositions towards learning, play and relationships with others. Celebrations of

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[1] Hattie, J. (2011). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

positive behaviour are inclusive and focused on team effort and reward. Many staff members identify the need to scale-up Tier 1 PBL successes by building clear, transparent and consistent strategies for supporting students requiring Tiers 2 and 3 levels of support.

The school is using data to inform and reflect on practice.

Members of the leadership team recognise the importance of teams of teachers and leaders having deep discussions regarding data and generating strategies for continuous improvement. Teachers express appreciation for regular opportunities to meet with members of their cohort each week in the LAM. Level of Achievement (LOA) data is examined in these meetings, and teachers are encouraged to reflect on student achievement with a strong focus on the learning area of English. Some teachers discuss that the analysis of this data is yet to inform their pedagogy or comprehensively promote reflection on their practice. A data plan has been recently developed. A school-wide approach to collectively monitor the enactment of the school's improvement agenda is developing as the data plan becomes embedded into practice.

The leadership team is leading a range of professional learning opportunities for staff members and providing feedback on teaching practices in classrooms.

School leaders recognises the importance of professional learning in developing high-quality teaching. Learning walks that provide feedback to teachers aligned to priority pedagogical approaches are highly valued. A strategic staff meeting structure ensures a Ped Bite session occurs every three weeks to build teacher confidence and understanding of expected pedagogical practices. Mentoring and modelling is enacted to support teacher practice. A professional learning plan outlines a range of initiatives that align to the improvement agenda. Professional learning has been provided for staff in relation to signature pedagogical approaches such as the Reading to Learn (R2L)[2] approach. Some staff express a desire for further ongoing learning regarding the signature pedagogical approaches to enhance their knowledge and their ability to consistently implement the approaches with rigour and confidence.

The leadership team is committed to driving a strong improvement agenda.

Staff members discuss a range of pedagogical and curriculum initiatives that are being introduced within the school. Many staff express confidence in the initiatives and express a belief that the school is heading in the right strategic direction. Some staff articulate that how the various approaches complement each other or how they are interconnected is yet to be made clear. Staff consistently express a desire to consolidate the current initiatives with fidelity before embarking on new initiatives.

The school has strategies to enable teachers to plan and deliver a sequenced and coherent curriculum.

The employment of a full-time Head of Department – Curriculum (HOD-C) and the provision of release time for teachers to plan and discuss school curriculum expectations exemplifies

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[2] Reading to Learn. (2022). *What is Reading to Learn (R2L).* https://readingtolearn.com.au

the priority the school places on the systematic delivery of the curriculum. The school planning process includes a pre-planning conversation where teachers decide on the learning area they will plan, and align assessment questions with the achievement standard and Guide to Making Judgements (GTMJ). During curriculum planning days, teachers plan a unit of work accessing the support of the HOD-C when required. A follow-up planning session enables teachers to develop further clarity on what they should teach and what students should learn through the sharing of the unit plan, summative assessment task, and GTMJ with other cohort teachers. Teachers express appreciation for the time and support provided for curriculum planning and the availability of resources shared on the Teams site.

The school has a range of strong community partnerships.

The school's strategic plan identifies strong partnerships as a priority. The leadership team recognises the importance of enhancing parent involvement in the school to further support the development of positive partnerships, and their level of engagement in the school and with student learning. Established partnerships with parents, families, community groups and local schools provide support and access to resources and services that further enhance learning outcomes for all students.

2.2 Key improvement strategies

Collaboratively develop a whole-school approach and vision for inclusivity to guide systems and processes to improve outcomes for all students.

Leverage off successful Tier 1 PBL strategies to build clear, transparent and consistent strategies to support students requiring Tiers 2 and 3 levels of support.

Develop systematic data processes that monitor academic distance travelled, identify starting points for learning, and support a culture of continuous improvement that promotes individual and collective teacher efficacy.

Create and communicate a long-term, sustainable plan for staff to engage in targeted professional learning aligned to the school's signature pedagogical approaches.

Refine and further focus an improvement agenda aligned to the philosophy of the three Cs.

3. Snapshot of previous school review

The last review carried out at the school was conducted from **27** to **29 November 2018**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2018 review was identified as 980 and the school enrolment was 418 with an Indigenous enrolment of 13.4 per cent and a student with disability enrolment of 4.3 per cent.

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

- Work with teachers to define the agreed practices relating to the Explicit Improvement Agenda (EIA); determine what this looks like in their classroom, and regularly monitor implementation to promote consistency of practice.

- Provide time for teams of teachers and school leaders to have deeper discussions of data and generate strategies for continuous improvement, including opportunities to measure success against collaboratively agreed targets.

- Ensure the whole-school approach for managing student behaviour enables consistent implementation of agreed strategies to support effective learning and positive behaviour.

- Develop a schedule for professional learning that aligns a broad range of opportunities for capability development for all staff including the support of Annual Performance Development Plans (APDP), the agenda for PLTs, staff induction, coaching and mentoring processes and the enactment of feedback.

- Provide further opportunities for teachers and school leaders to engage in collaborative curriculum planning that features pre-moderation, the development of know and do tables and assessment exemplars.

4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The leadership team is committed to driving a strong improvement agenda that is underpinned by the three Cs of *'Clarity, Consistency and Collaboration'*. The principal describes that the school has developed a range of systems to embed the this philosophy into school-wide curriculum understanding, effective teaching practices and to measure impact.

The school's 2022 Annual Implementation Plan (AIP) identifies three priorities of engaged learners, teaching with impact, and strong partnerships. The AIP details targets, timelines, and accountable officers, and staff outline familiarity with many of the actions outlined in the AIP. Several targets for the engaged learners priority include above 90 per cent student agreement to responses in the School Opinion Survey (SOS), and attendance and behaviour targets. The teaching with impact targets are defined in terms of expected teacher participation in school processes or behaviours.

Targets in the AIP include student LOA and anecdotal instruments such as collaborative conversations, learning walk data, completed planning documents and consistency in judgement between school and cluster moderation. Staff awareness and ownership of identified whole-school targets is developing. A systematic approach to monitor, celebrate and acknowledge progress of the AIP is yet to be implemented.

The principal has developed a roles and responsibilities statement for school leaders outlining the accountabilities in terms of AIP priorities. Middle leaders' understanding of this document and their key deliverables is varied. Some of the documented accountabilities within the roles and responsibilities statement are shared by up to four members of the leadership team. Some members of the leadership team outline that they are yet to be familiar with the key accountabilities of other leaders. Shared understanding of the success indicators and the range of initiatives is varied.

The school has developed a one-page snapshot of the AIP that is shared with parents and the community. It is apparent that the leadership team and teachers aim to empower parents as partners to support the school's strategic direction. Parents highlight how the principal provides stability and a strong focus on improving academic and wellbeing outcomes for all students.

Many staff discuss R2L as the current improvement priority. Teachers outline that this initiative was recently introduced, and reflect that their understanding of this approach is continuing to develop. Associated strategies and targets relating specifically to R2L are yet to be included in the school's strategic documents. Some teachers outline they are yet to understand how the R2L priority was identified or the process for selecting this approach. Teachers express commitment to implement R2L and describe they are provided with a range of opportunities including professional learning, modelling, coaching and professional conversations regarding this approach. Some teachers express a desire to undertake formal

R2L training to further deepen their knowledge of the approach and the research that underpins it.

Staff members discuss a range of pedagogical and curriculum initiatives that are being introduced within the school. These include the Walker Learning Approach (WLA)[3], Kagan Cooperative Learning[4], co-teaching, changing inclusion approaches, and PBL. Many staff convey confidence in the initiatives and express a belief that the school is heading in the right strategic direction. Staff consistently express a desire to consolidate current initiatives with fidelity before embarking on new initiatives.

With a large number of new and beginning teachers, the principal recognises the importance of ensuring that evidence-informed practices and priorities are implemented with authenticity and in a thorough and supportive way. Some teachers express a desire for a deeper understanding of the outlined practices and the way these approaches are expected to be implemented. Some staff discuss that they are yet to have clarity of how the various approaches complement each other or are interconnected.

The school's Investing for Success (I4S) agreement is aligned to the AIP. The I4S plan details a focus on the three Cs regarding curriculum and pedagogy. Targets outlined in this plan include 60 per cent of students achieving an A or B LOA in English.

It is apparent that the school's vision of *'achievement for all'* is at the forefront of the leadership team's approaches to school improvement. It is clear that the leadership team is working with and supporting teachers to define the agreed practices relating to the EIA. This was identified in the previous review as a key improvement strategy. The principal outlines an intent to clarify how the EIA will be enacted at a classroom level. The leadership team identifies that a key consideration in designing a school improvement process is the staff turnover rate coupled with a large number of beginning and early career teachers.

Improvement strategies

Refine and further focus an improvement agenda aligned to the philosophy of the three Cs.

Enact processes that foster staff agency, shared ownership and transparency of decision making regarding school improvement priorities.

Collaboratively develop a shared understanding of staff accountabilities aligned to the implementation and monitoring of school priorities.

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[3] Early Life Foundations. (2019). *Walker Learning: Personalised & Holistic Learning*. https://earlylife.com.au/walker-learning/

[4] Kagan Australia. (2021). *Kagan*. https://www.kaganaustralia.com.au

4.2 Analysis and discussion of data

Findings

Members of the leadership team recognise the importance of teams of teachers and school leaders having deep discussions of data and generating strategies for continuous improvement. This was identified in the previous review as a key improvement strategy, and positive progress in relation to this agenda is apparent.

Teachers express appreciation for the regular opportunities to meet with members of their cohort each week for 30 minutes of additional release time in LAM. The HOD-C leads LAM meetings with an emphasis on building the three Cs in relation to curriculum and pedagogy. LOA data is examined in these meetings and teachers are encouraged to reflect on student achievement over the last two reporting semesters with a strong focus on the learning area of English. Some teachers discuss that the analysis of this data is yet to inform their practice or comprehensively promote reflection on their interventions. They recognise the value of being able to use LOA data to generate conversations regarding students' learning achievements.

The school has recently developed a data plan and members of the leadership team acknowledge that there has been limited time to unpack this with staff. The data plan is organised using the three priorities identified in the AIP, and some of the targets in the data plan are aligned to AIP targets. The plan outlines how the range of data sets are aligned to the key actions and concepts of the strategic plan, and includes further detail regarding how the data sets are intended to be used. Some teachers convey an awareness of elements of the data plan and other staff express that they are yet to be familiar with the details of this document.

The AIP and data plan identify a target of more than 90 per cent of students achieving a 'C' or higher LOA for English in each year level, and 20 per cent of students achieving an 'A' or 'B' LOA. In the previous semester, 82.2 per cent of students achieved a 'C' or higher LOA and 42 per cent of students achieved a 'B' or higher.

Members of the leadership team recognise the importance of collaboratively developing precise student targets aligned to the identified improvement agenda to support staff accountability in regularly monitoring implementation of school initiatives and priorities. The data plan identifies an additional target of 100 per cent of students demonstrating at least 12 months growth for 12 months learning. To monitor this target, the data plan outlines a range of data sets including Response to Intervention (RTI) diagnostic screeners, literacy and numeracy continuum, Early Start, reading and writing conferences, LOA data and Nationally Consistent Collection of Data on School Students with Disability (NCCD). The data plan describes how Early Start is implemented in Prep during Terms 1 and 4, and outlines an intention for the literacy and numeracy continuum to be implemented in 10-week cycles. Conversations with staff indicate variable use of the literacy and numeracy continuum. A shared understanding of the way in which the range of data sets identify which students are demonstrating 12 months of growth is emerging.

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The principal describes a plan for the data from reading and writing conferences to be the main way the school will monitor academic distance travelled. The use of RTI diagnostic screeners is yet to be discussed by teachers. Some teachers express a desire to implement tools that will provide them with detailed and precise information regarding student progress. They outline a belief that this data may also assist with student referrals and the allocation of targeted intervention and support for students with additional learning needs. Shared understanding and a systematic whole-school approach to monitoring academic distance travelled is yet to be embedded.

The principal outlines that each semester, LOA data is unpacked during leadership meetings to monitor trends. Teachers co-created a data snapshot of English LOA data, placing a star to represent each student's achievement over the last two reporting periods. Some teachers identify a pattern where student achievement was generally higher at the end of the year compared to the end of Semester 1. The practice of disaggregating data to include students in identified priority groups is yet to emerge.

Some teachers and members of the leadership team recognise the importance of analysing data with higher levels of sophistication. A school-wide approach to collectively monitoring enactment of the improvement agenda is developing as the data plan becomes embedded into practice. How the data sets outlined in the data plan will provide staff with the information required to regularly evaluate learning and engagement outcomes of students, classes, year levels, cohorts, and at the whole-school level is yet to be apparent. Triangulation of the range of data sets to provide a more comprehensive and robust understanding of student needs is yet to be developed as a school priority.

Some teachers describe tracking student progress through the use of pre- and post-assessments. They outline being able to make evidence-informed decisions regarding learning focus areas that are responsive to student need. Some teachers describe using this information to reflect on students' learning gains with specific elements of the Australian Curriculum (AC) achievement standards. This process is yet to be systemically enacted across the school.

Transition statements were received from Early Childhood Education and Care (ECEC) providers for approximately half of the students enrolled in Prep this year. Staff refer to transition statements on a needs basis.

Members of the PBL committee discuss reviewing and analysing behaviour data every two weeks. They outline how this informs the fortnightly focus of behaviour lessons across the school. Some staff indicate that this provides a targeted approach to responding to emerging behaviour trends in a timely and effective manner.

Improvement strategies

Develop systematic data processes that monitor academic distance travelled, identify starting points for learning, and support a culture of continuous improvement that promotes individual and collective teacher efficacy.

Collaboratively develop precise student targets, aligned to the refined improvement agenda.

4.3 A culture that promotes learning

Findings

It is apparent the school is endeavouring to build a culture that promotes learning and student wellbeing through a focus on developing an environment that is safe, respectful, tolerant and inclusive. The AIP documents engaged learners as a priority agenda, and strategies and actions outlined in the agenda are apparent within classrooms and across the school.

Teachers speak positively of students and how they build respectful and supportive relationships within their classrooms and in the playground. Parents identify staff members as approachable, caring and polite. Students highlight that teachers care for them and support them with their learning by providing feedback on what they may do to improve.

Consistency in implementing PBL is central to the school's approach to promoting appropriate student behaviour. Staff members are supportive of the PBL approach and its consistent language, targeted teaching focuses, and recognition and celebration of students' positive attitudes and dispositions towards learning, play and relationships with others. A PBL team is responsible for analysing student behaviour data and providing responses, including the development of short, sharp behaviour and wellbeing foci each fortnight. A PBL handbook and quick guide has been developed for teachers.

School leaders promote a differentiated approach for supporting all students, including students with disability, to navigate school and classroom expectations. Whole-school and targeted intervention include the implementation of the Zones of Regulation, Pause program, explicit teaching of school expectations, partnerships with parents, and targeted behaviour support through 'Back on Track' trackers. PBL celebrations of positive behaviour are inclusive and focused on team effort and reward.

Many staff members identify the need to scale-up Tier 1 PBL successes by building clear, transparent and consistent strategies to support students requiring Tiers 2 and 3 levels of support. Staff articulate a belief that building a shared and consistent agreement of what constitutes minor and major behaviours, and the accurate recording and analysis of this data, will support the collaborative development of proactive and reactive behaviour management plans for identified students.

The introduction this year of Bunji, a school wellbeing dog, was welcomed by staff, students and parents. Access to Bunji is timetabled across the school week and this time is highly prized by students and staff members. Bunji is recognised as a significant tool in fostering student and staff wellbeing. Bunji's name is reflective of the school's drive to include the Ghungalu language within school life, with 'Bunji' being the Ghungalu word for 'friend'.

Leaders identify that three quarters of the teaching staff have less than three years teaching experience, and acknowledge a need to develop strategies to support beginning teachers to build their expertise, teaching repertoire and levels of satisfaction with their chosen career. A staff wellbeing team is proactive in fostering a welcoming and friendly environment where

staff members are encouraged to participate in a range of social activities to support a work/life balance.

The EIA is focused on building the three Cs across the school. This is apparent in the number of strategies the school has developed to encourage a strong collegial culture and mutual trust amongst staff members. Teachers and teacher aides value the time they have to meet and work together. Structures including PLT staff meetings, LAM, teacher aide meetings and curriculum planning time exemplify the opportunities for staff members to collaborate. Many staff identify that these scheduled meetings are complemented with frequent, informal meetings and sharing of resources.

The school's 'Connect to Country' project is focused on building the cultural competence of staff members and fostering culturally safe practices to maximise engagement in learning for Aboriginal students and Torres Strait Islander students. The Connect to Country working party has commenced exploring opportunities to work with Traditional Owners to connect students with local traditions and histories and to celebrate the Ghungalu language and culture. This year's National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations included working with a Ghungalu Elder and other First Nations artists.

The school's drive to promote a culture of inquiry, innovation, creative exploration and independent learning is apparent in different initiatives that are emerging and consolidating across the school, including the trialling of WLA in Prep to Year 2 and Kagan Cooperative Learning strategies. A partnership with the BHP Mitsubishi Alliance (BMA) Bright Minds, provides funding for the school to investigate Science, Technology, Engineering and Mathematics (STEM) opportunities for students. This has resulted in the school creating a Maker Space, and students working with the Queensland Virtual STEM Academy (QVSA) and the IMPACT program. Teachers share their experiences with staff from other schools through TeachMeets held each term. Some teachers express enthusiasm to further explore the use of digital technologies and inquiry learning within their classrooms.

Improvement strategies

Leverage off successful Tier 1 PBL strategies to build clear, transparent and consistent strategies to support students requiring Tiers 2 and 3 levels of support.

Build a consistent agreement of what constitutes minor and major behaviours to enable the accurate recording and analysis of data to support the collaborative development of proactive and reactive behaviour management processes.

4.4 Targeted use of school resources

Findings

A high priority is placed on improving the learning and wellbeing needs of students. School leaders use a range of human, financial and physical resources to support staff in their efforts to ensure that every student is succeeding in their learning.

The current school bank balance is $791 502. The principal aligns the budget to the school's vision and the priority improvement agenda. The principal and the Business Manager (BM) meet to review the budget in response to needs, with the BM undertaking budget adjustments where necessary.

The school's 2022 I4S agreement provides funding of $198 664. This agreement aims to build the capability of teaching teams by employing a HOD-C. Additionally, I4S funds are allocated towards purchasing additional teacher aide hours to support the learning needs of identified students.

An annual payment in excess of $30 000 is received from BMA to enhance and link student learning to the local community context. This funding is used to enhance partnerships with external learning programs, develop staff capability and purchase targeted resources.

A line management structure and a role portfolio has been developed that outlines specific responsibilities for school leaders. Processes for quality assuring the impact of leaders' designated responsibilities and accountabilities in relation to student learning outcomes are yet to be determined.

Funding is allocated towards providing additional classroom teacher release time for weekly LAM. The additional Non-Contact Time (NCT) allows year levels to meet for 30 minutes each week to collaborate on curriculum and assessment plans.

To support inclusion, the school has a Head of Special Education Services (HOSES) and three support teachers. Support teachers are aligned to the case management of identified students with disability, and the school aspires for a co-teaching model to be led by the support teachers. Co-teaching is promoted as a high-yield strategy to support student needs, enhance engagement in learning, and develop teachers' ability to differentiate for students' diverse learning needs. Some staff indicate there is an uncertainty regarding the consistency of the co-teaching approach and the availability of support teachers to assist when required.

Significant funds are invested in human resourcing and staffing allocations. This includes three additional teachers to respond to anticipated enrolment growth. Systematic monitoring, review and evaluation of the effectiveness of human and financial resource allocations in priority areas to ensure outcomes are maximised for all students are yet to be developed.

The well-resourced Maker Space is used for teaching the digital and design technology curriculum. Digital devices such as Bee Bots, Spheros, Makey Makey and a 3D printer are utilised to engage students in learning. The Maker Space is open before school to engage students in design challenges. The space is also booked by teachers for class use aligned to general curriculum areas.

Some teachers indicate increased confidence in incorporating digital technologies into everyday teaching and learning and express a desire to extend this further. Students have access to class sets of iPads, a laptop trolley, two computer labs and a range of digital tools to enhance their learning. A teacher aide manages the Information and Communication Technology (ICT) resources and facilitates system and device upgrades and repairs when required.

The Parents and Citizens' Association (P&C) provides valuable services and funds to support the school. They coordinate a range of events and fundraising activities, with funds raised being used to support school priorities and facility improvements. Funds are additionally utilised to support targeted students to increase their participation in select incursions and excursions.

Teacher aides play an important role in supporting the learning and wellbeing outcomes of students, fulfilling a range of responsibilities. Funding is allocated towards purchasing additional teacher aide hours. A large proportion of teacher aide time is allocated to supporting students with identified learning needs. The school has a number of students with complex social, emotional, behavioural and learning needs who receive one-on-one teacher aide support across the whole school day. Some staff express a desire to review teacher aide allocations to incorporate targeted intervention programs.

Specialist teachers deliver the Health and Physical Education (HPE), music, online Japanese, STEM and visual arts programs. In addition, they organise a range of events to further engage students within the school and community.

School facilities are well maintained by cleaners and the facilities officer. The school presents as a clean and attractive learning environment. Outside murals and colourful, visual artefacts connect students to key learning and create a welcoming and engaging environment.

Improvement strategies

Develop and implement a staffing plan that strategically supports school improvement priorities.

Systematically monitor, review and evaluate the effectiveness of key programs and human and financial resource allocations in priority areas to ensure they are maximising outcomes for all students.

4.5 An expert teaching team

Findings

The leadership team recognises the importance of professional learning in developing high-quality teaching. They are leading a range of learning opportunities for staff members and providing feedback on teaching practices in classrooms.

The school's professional learning plan outlines a range of initiatives that align to the improvement agenda. The plan outlines intensive, targeted and universal strategies to support individual and whole-staff learning needs.

A broad range of professional learning opportunities are available to all staff. Learning walks provide feedback to teachers aligned to priority pedagogical approaches and are highly valued. Sharratt's five questions for learning[5] is a high-impact strategy built into the learning walks. A strategic staff meeting structure ensures Ped Bite sessions occur every three weeks to meet the current needs of staff, with a pedagogy focus. Mentoring and modelling is enacted to support teacher practice.

Professional learning has been provided for staff on signature pedagogical approaches such as the R2L program. Some staff express a desire for further, ongoing learning on the signature pedagogical approaches to further enhance their knowledge and their ability to implement the approaches consistently, with rigour and with confidence.

The principal builds leadership capability by engaging staff leaders in workshops and leadership coaching with an external coach. The coaching program is designed to build a high-performing leadership team and develop individual capabilities aligned to AIP priorities.

The knowledge and expertise of experienced teachers and the leadership team are utilised to further develop staff skills. PLT leaders are assigned to each two-year cohort throughout the school. In collaboration with the HOD-C, PLT leaders provide support and direction in developing and reviewing curriculum and assessment plans and implementing school expectations.

Key staff are involved in a range of teams to lead, learn and share responsibilities for targeted focus areas. Staff with expertise and interest actively engage in the PBL and wellbeing teams to drive initiatives that support student and staff learning and engagement.

There is a commitment to continuous improvement of practice through teachers and teacher aides completing the APDP process. Staff work with a nominated leader to create goals and identify strategies to improve their practice.

A high percentage of teachers are new to the school or are beginning teachers. Induction processes are implemented for staff when they commence. Staff express appreciation for the support and mentoring they receive on arriving at the school. Some new and beginning

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[5] Sharratt, L. (2008-2015). *Learning Walks and Talks* [Training materials]. Australia, Canada, and Chile.

staff convey a desire for ongoing support to further build their confidence and capacity beyond their first year.

The school is an active member of the Blackwater cluster of schools. The network provides opportunities for teachers to moderate student assessment and engage in TeachMeets to enable them to share teaching practices with colleagues from other schools.

Some staff communicate that they have received access to external Professional Development (PD) programs aligned to targeted areas of teaching and learning. Staff express appreciation for these learning opportunities.

Improvement strategies

Create and communicate a long-term, sustainable plan for staff to engage in targeted professional learning aligned to the school's signature pedagogical approaches.

Extend induction processes, including ongoing mentoring, for staff to enhance their capability and to support long-term professional growth.

4.6 Systematic curriculum delivery

Findings

The school has strategies in place to enable teachers to plan and deliver a sequenced and coherent curriculum aligned to Version 8 of the AC. The employment of a full-time HOD-C funded through the I4S agreement, and the provision of release time for teachers to plan and discuss school curriculum expectations exemplify the priority the school places on the systematic delivery of the curriculum.

Curriculum into the Classroom (C2C) and P-6 Curriculum Planning Model (P-6CPM) resources support curriculum implementation across the school context incorporating a blend of straight and composite classes. The curriculum implementation plan includes a two-year cycle for most learning areas. Teachers collaborate with the HOD-C to develop year level overviews. Curriculum materials are stored on a Teams site with master unit plans available on OneSchool.

The school's planning process includes a pre-planning conversation where teachers decide on the learning area they will plan, and align assessment questions with the achievement standard and GTMJ. During curriculum planning days, teachers plan the unit of work they are responsible for, accessing the support of the HOD-C when required. A follow-up planning session enables teachers to develop further clarity on what they should teach and what students should learn through sharing of the unit plan, summative assessment task and GTMJ with other cohort teachers. Support teachers attend planning sessions with the cohorts they work with and some year levels describe a co-plan co-teach model for the delivery of some curriculum areas.

Teachers develop unit learning intentions, success criteria and lesson sequences during the planning process. Learning intentions and success criteria are displayed on learning walls within classrooms. Some teachers articulate utilising pre-assessments to determine students' prior knowledge and understanding of a unit's content and learning intentions. There is an expectation for teachers co-develop assessment exemplars with students.

Teachers express appreciation for the time and support provided for curriculum planning, and the availability of C2C materials and teacher-developed resources shared on the Teams site. The HOD-C identifies that PLTs and LAM provide opportunities for teachers to share how they and their students are progressing with a unit of work and to reference aspects of the AC. Some teachers describe regularly referring to the AC to refresh their knowledge and understanding of the required achievement standard, content descriptions and elaborations. Some teachers communicate they would appreciate further time to explore aspects of the AC including the general capabilities and cross-curriculum priorities.

The school has a strong focus on literacy, and R2L underpins the delivery of the English curriculum. Teachers incorporate the content descriptions of the AC when developing the learning cycles for R2L during curriculum planning time. Many teachers identify they are continuing to build their knowledge and understanding of R2L. The school is scheduling further PD on planning R2L learning cycles as a response to teacher requests for further support.

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Assessment processes are aligned to the curriculum with teachers accessing the C2C summative assessment tasks and GTMJs to determine student understanding and LOA. The HOD-C and teachers have commenced modifying and adjusting some assessment tasks to make them accessible and engaging for all students.

School moderation processes include consideration of the summative assessment task at initial planning conversations, after assessment and before marking, after marking, and at the end of the semester. Teachers participate in moderation with other local state schools, including the high school, each term.

At the beginning of the year, teachers develop a differentiation surfboard that identifies LOA, adjustments and possible strategies for targeted support or enrichment. The surfboard is reviewed and adjusted at the end of each semester through LAMs.

The plan for curriculum delivery is shared with parents through curriculum overviews sent home each term. School reporting processes meet Department of Education (DoE) requirements, with report cards issued each semester and formal interviews held twice a year.

Improvement strategies

Refine planning cycles to build deeper teacher knowledge and understanding of the dimensions within the AC.

Align school professional learning and curriculum planning opportunities with the R2L literacy focus to deepen teacher confidence and expertise in R2L to meet school targets for students' LOA in English.

4.7 Differentiated teaching and learning

Findings

The executive leadership team recognises the importance of building the confidence and capability of classroom teachers to differentiate teaching and learning through whole-school approaches to pedagogy and evidence-based inclusive practices.

The leadership team has designed and implemented a co-teaching model as a whole-school approach to support teachers with differentiated teaching and learning. Co-teachers work with some classroom teachers using a co-plan and co-teach model. They work with other classroom teachers to support the teacher and the learner to access the curriculum. At the start of the year, all classes received co-teaching support. Some teachers discuss that the amount of co-teaching has changed across the year to provide identified classes with additional support.

This model of support is intended to improve teachers' confidence and capability to differentiate teaching and learning for all students, including students with disability. The leadership team recognises that the co-teaching model is yet to gain momentum across the school. Some staff express a for greater clarity to define whether the co-teaching model is to provide targeted support to students or build teacher capability, or a combination of both of these concepts.

LAMs enable classroom teachers to collaboratively analyse the planned curriculum, including the differentiation and school-wide pedagogical approaches of Visible Learning. PLT meetings support the planning and implementation of differentiated teaching and learning. Learning walks are being embedded as whole-school practices to support the implementation of differentiated teaching and learning through peer and leadership feedback. The wellbeing team expresses a desire to build teacher confidence and understanding of expected pedagogical practices to support classroom teachers. This has resulted in the introduction of Ped Bite sessions held every third week in rotation with staff meetings.

The principal identifies that R2L supports the differentiation required for all students' literacy development. Teachers describe that this program is being implemented with varying degrees of classroom teacher confidence and capability.

Teachers plan for differentiation and adjustments using the surfboard template as a class planning overview to provide evidence of planned differentiation. The completion of the template is supported through scaffolded collaborative conversations at various planning meetings. The consistent documentation of implemented adjustments on OneSchool is currently being consolidated.

The student support team considers personalised student support through a referral process from teachers. Teachers are expected to have completed a Personalised Learning Plan (PLP) prior to referring students. Teachers discuss varying levels of confidence in creating PLPs. An action plan is developed from meetings minutes to support students' intervention needs, which include strategies for differentiated teaching and learning. The guidance officer

provides specialist services that support the learning strategies required for students with diverse learning needs. Some teachers express a desire for refinement of the referral process to enable a more responsive allocation of additional in-class support to target individual student's learning needs.

Some teachers reference the success criteria of summative assessment tasks to identify additional supports that may be required at different stages of learning. A number of teachers outline the use of pre- and post-assessments to monitor student learning progressions. They describe that pre-assessments provide detailed information regarding student's individual learning needs, and they are able to reflect on the impact of their teaching when the summative assessment task is completed. Some teachers articulate that C2C semester reading comprehension assessments are used to inform differentiated teaching and learning strategies.

The HOSES has led the implementation of the NCCD process with currently 10 per cent of students identified. Teachers have been provided with PD including training, resources for developing PLPs, and the range of evidence required to support decision making. The disability category and required reasonable adjustments are also identified within these processes. The HOSES identifies that these processes are continually being refined to deepen teachers' understanding of the NCCD.

Some staff share a belief that the number of students identified through the NCCD process is not reflective of the diversity and complexity of the current student population. The leadership team outlines a commitment to further refine the NCCD process, in collaboration with regional support, to ensure that it accurately identifies all students who require additional support to successfully access the curriculum.

The leadership team is developing a model for inclusion to ensure students with disability and those with diverse needs are supported to access curriculum in classrooms alongside their peers. A plan that details a strategic process for inclusive reform is yet to be collaboratively developed with staff. The principal indicates a commitment to strengthening inclusive practices, ensuring support for a whole-school approach to differentiated teaching and learning for students with disability and other students with diverse needs.

Five students are supported with an Individual Curriculum Plan (ICP) developed in collaboration with the HOSES and the classroom teacher. The planned curriculum is provided to all students in classrooms. For students supported by an ICP, the curriculum is modified and aligned to the year level context through the school's planning processes.

Many students with disability have a PLP in place which identifies the level of reasonable adjustments being planned for each student. There is an expectation that teachers act as the case manager and are instrumental in developing these plans with the support of the HOSES and support teachers.

Improvement strategies.

Collaboratively develop a whole-school approach and vision for inclusivity to guide systems and processes to improve outcomes for all students.

Develop systems to support teachers in planning and delivering differentiated teaching and learning for all students.

Strengthen staff knowledge and understanding of NCCD processes including imputing A disability.

4.8 Effective pedagogical practices

Findings

All teachers are able to articulate a range of effective pedagogical practices they utilise to deliver the AC and engage students in learning. Artefacts related to school pedagogical expectations are visible in all learning spaces. Teachers express a willingness to grow their teaching expertise and are open to constructive feedback and an opportunity to learn from each other.

Leaders categorise the range of pedagogical approaches within the school as non-negotiable expectations of teacher practice or an opportunity for teachers to explore strategies to further engage students in the curriculum and their learning. There is an expectation all teachers will utilise Visible Learning strategies, including the development of learning intentions, success criteria and learning walls in their day-to-day practice. R2L is identified by leaders as underpinning the school's English curriculum and is a recent addition to the suite of expected pedagogical approaches. School expectations are inclusive of the WLA in Prep to Year 2 and reference the Prep to Year 3 literacy framework. Teachers across the school are exploring Age-appropriate pedagogies (AAP), Kagan Cooperative Learning and digital pedagogies. Leaders articulate that expected and preferred pedagogical approaches, characteristics and principles are yet to be documented.

Some teachers and teacher aides identify they have an emerging understanding of R2L and would appreciate further PD in all aspects of the approach, including how to plan for learning cycles. Some staff members convey they are unsure of the impact of R2L on improving student reading and writing outcomes. Further PD sessions on the R2L approach have been scheduled. Some teachers are continuing to consolidate and expand their understanding of Visible Learning expectations.

The leadership team identifies that the school is characterised by a large number of early career teachers and has a regular turnover of staff members. The capability of teachers to implement expected teaching practices is variable and the school has commenced implementing structures to encourage and support new and existing teachers to familiarise themselves with effective and expected practices. Leaders articulate that a deliberate choice for research-based effective pedagogies underpins the expected teaching practices. Leaders additionally acknowledge that embedding of expected practices will require time and the development of internal 'experts' to sustain practices through teacher turnover and various levels of experience.

Learning walks conducted by members of the leadership team and peer teachers provide regular feedback to teachers and Quality Assurance (QA) of processes. Learning walks have an identified focus and include conversations with students regarding the five questions of 'What are you Learning? How are you doing? How do you Know? How can you improve? and Where do you go for help?'. Leaders articulate utilising the data collected from learning walks to determine future PD. LAM, Ped Bite sessions, TeachMeets and PLTs may be inclusive of PD aligned to pedagogical expectations.

Leaders encourage a co-plan co-teach model for providing differentiated support for students. This model is viewed by leaders as an effective strategy for supporting both students and the teachers. Some teachers speak enthusiastically of how this model is effectively working to improve student learning and wellbeing outcomes in their classroom, and of its positive effect on their teaching practice.

Many students are able to discuss how they utilise learning walls and how teachers provide feedback to help them improve. Teachers providing both verbal and written feedback to students is apparent across the school. Senior students identify learning walls as an important component of their classroom and their learning. They discuss regularly accessing learning walls throughout the week.

Improvement strategies

Embed co-planning/co-teaching to consolidate teacher expertise in utilising expected school practices in their day-to-day teaching.

Identify and document expected and preferred pedagogical approaches, characteristics and principles.

4.9 School-community partnerships

Findings

School leaders seeks ways to enhance student learning and wellbeing by fostering productive community partnerships. Established partnerships with parents, families, community groups and local schools provide support and access to resources and services that further enhance learning outcomes for all students.

Staff recognise the importance of parents and families as partners student learning. Curriculum overviews are emailed out each term to connect parents to learning, and parents receive feedback regarding their child's progress through semester reports and parent-teacher learning conversations. They are kept informed through the school's newsletter, Facebook page and website. The leadership team recognises the importance of enhancing parent involvement to further support the development of positive partnerships and levels of engagement in the school and student learning.

Genuine steps have been taken to develop and embed awareness and understanding of Aboriginal and Torres Strait Islander culture. An Acknowledgement of Country has been collaboratively developed and utilised across the school. A range of murals and visual artefacts are visible throughout the school to enhance cultural connections. A Connect to Country working party has been initiated, coordinating events such as NAIDOC Day and National Sorry Day. Staff identify the need to continue to strengthen the Connect to Country initiative.

The P&C is run by a small group of dedicated parents. They oversee the operations of the tuckshop and uniform shop, coordinate a weekly breakfast club, and conduct events throughout the year to raise funds to support student engagement in programs and school improvement projects. The P&C expresses a desire to increase the number of volunteers at events, and parents attending meetings.

Transition processes with Blackwater State High School are conducted to prepare students for secondary school. Processes include transition days for all students, small group visits for students with identified needs, and engagement of secondary school staff and students at school assemblies and events.

During Term 4, deliberate activities are undertaken for student transition into Prep. Transition processes are promoted through an open morning, school tours, information sessions and scheduled transition sessions for students. A welcome to Prep roll call and BBQ breakfast is held for students, staff and parents to develop connections prior to the commencement of the school year. The Gundanoos Playgroup is conducted to further develop relationships and partnerships prior to students starting at the school, and to identify and support vulnerable students and their families. A Prep teacher aide coordinates the playgroup each week with up to 30 families attending. Gundanoos is a Ghungalu word for 'children' and is used with permission from the Ghungalu Elders. The school is working with community groups and businesses to promote the playgroup and encourage families within the community, including Indigenous families, to attend.

School staff engage with parents to collaborate on support plans and service delivery for students with disability. Regional office staff have been utilised to support the review of inclusive practices within the school.

Staff members articulate visiting local ECEC providers to develop partnerships with staff, students and families. Support staff engage in targeted visits to build relationships with students with learning and support needs.

The school has a range of strong community partnerships. The BMA Bright Minds partnership provides a financial contribution to enhance the teaching and learning of STEM with links to the local community context. The Blackwater Police-Citizens Youth Club (PCYC) conducts social skill and problem-solving development for targeted students. Student leaders are provided an opportunity to engage in the annual Mayoral Summit with other student leaders from surrounding schools.

The school maintains a partnership with the QVSA to provide a digital enrichment program for select students in Year 6. Students engage virtually for one hour per week on a range of programs that are offered. The program includes talks from experts aligned to the area of study and student-led inquiry.

A range of extracurricular programs and events are available to students. Students and staff speak highly of the opportunities that are available such as sports gala days, Book Week celebrations, life education, camp, Under 8's Day, STEM programs and excursions.

A local Adopt-a-Cop attends a range of events and assemblies to build partnerships with students and families. The Adopt-a-Cop presents programs to specific classes and student groups aligned to identified needs and curriculum units.

The principal is fostering professional networks within the Blackwater cluster of schools. This network provides opportunities for staff to moderate and share teaching practice. Cluster principals express an appreciation for the opportunity to collaborate with colleagues within the cluster.

Improvement strategies

Build on the Connect to Country initiative to embed awareness and understanding of First Nations culture and perspectives within the school and to support the teaching and learning of Aboriginal students and Torres Strait Islander students.

Further develop a positive school culture and sense of community by enhancing the level of parent engagement in the school.