

Scarborough State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Scarborough State School** from **19 to 21 February 2019**.

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

1.1 Review team

Anthony Ryan	Internal reviewer, SIU (review chair)
John Bosward	Internal reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	Eversleigh Road, Scarborough
Education region:	North Coast Region
Year opened:	1925
Year levels:	Prep to Year 6
Enrolment:	722
Indigenous enrolment percentage:	8 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	994
Year principal appointed:	2011
Day 8 Staffing Teacher Full-time equivalent numbers:	37.7
Significant partner schools:	Redcliffe State High School, Clontarf Beach State High School
Significant community partnerships:	Redcliffe Police-Citizens Youth Club (PCYC), Scarborough Aquatics, Redcliffe Breakfast Club
Significant school programs:	Positive Behaviour for learning (PBL), Math Pathways – Year 6, Friday Options – Years 5 and 6, Languages Biennial Study Tour, Robotics/Coding, Jolly Phonics, Words Their Way, Wunya



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Curriculum (HOC), Head of Special Education Services (HOSES), two Support Teachers Literacy and Numeracy (STLaN), twenty-eight teachers, 11 teacher aides, three administrative officers, 59 students and 51 parents.

Community and business groups:

- PCYC and Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Redcliffe State High School.

Government and departmental representatives:

- Federal Member for Petrie, State Member for Redcliffe and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2015-2019
Annual Implementation Plan 2018	School Data Profile Semester 2 2018
OneSchool	School budget overview
Levels of Instructional Support 2019	Curriculum planning documents
School improvement targets	School differentiation curriculum template
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Investing for Success 2018	Headline Indicators (October 2018 release)
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school has served the peninsula region since 1925.

All staff members work hard to ensure that the tag line *'Pride of the Peninsula'* is reflected in the school's partnership with students, their parents/caregivers and the wider community to ensure that all students receive a quality education appropriate to their individual needs within a safe and supportive learning environment. A number of parents express that their child's enrolment at the school is a deliberate choice based on educational quality and personal recommendations from others. The theme of quality and of valuing the school's contribution to the local community is expressed by community members.

The school is driven by a moral purpose that clearly reflects a commitment to purposeful, successful learning and the wellbeing of all stakeholders.

Conversations with staff members demonstrate high levels of trust across the school. Community members and visitors report that students are courteous, respectful and well behaved with staff members making visitors to the school feel valued and welcome. Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet the needs of all students.

School leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

Teachers are able to articulate the teaching practices they use within their classrooms that challenge and engage students and support their learning and understanding. Teachers' ability to discuss how they plan to use the Art and Science of Teaching¹ (ASoT) action steps to teach the new knowledge, and provide opportunities to practise and deepen this knowledge, is varied across the school.

School leaders are viewed by teachers as supportive of effective practice and the development of their capability.

A number of strategies are established to develop teacher capability in teaching the curriculum. Classroom walkthroughs and some modelling are apparent in classrooms. Sharing and showcasing of best practice are emerging. Conversations with staff indicate the need to collaboratively develop a framework that provides for broader opportunities for ongoing professional learning, through the development of coaching and mentoring support and models of feedback aligned to the school's priority areas.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



Strong relationships are apparent between school leaders, staff and students resulting in a positive learning environment that actively promotes successful learning.

All staff feel supported regarding the school's expectations for teaching and learning and can access assistance when required through a strong collegial culture. The school is yet to establish formal structures to enable teachers to watch each other work and participate in modelling, coaching and feedback cycles related to the development of their pedagogical practice.

The school leadership team clearly articulates that reliable and timely data is crucial to the school's improvement agenda and to classroom planning for effective learning.

Teachers report positively that data discussions are building their capability to analyse student achievement data, identify trends in year level, cohort and whole-school data and identify areas for improvement in teaching and student learning. The effective and consistent use of student formative and summative assessment to inform teaching practice is yet to be apparent across the school.

All staff members are committed to ensuring the wellbeing of all students and promote learning through the provision of a safe, engaging and respectful learning environment.

Staff members articulate the belief that all students will learn successfully. Classrooms are predominantly attractive and stimulating, and project an expectation of safety and success in learning. Interactions between staff members, students, parents and families are caring, polite and inclusive. Students and staff members display an obvious sense of belonging and pride in the school. A strong collegial and collaborative culture is apparent amongst staff members.

The school is committed to the inclusion of all students.

A positive, inclusive culture exists across the school. The belief that each and every student can and will achieve is apparent in the expressed views and actions of staff members. Teaching staff have a clear ownership of their responsibility for curriculum planning and delivery to the full range of students within their classroom. Parents value the fact that they are able to discuss any issues openly with staff members. Students feel their learning experiences are appropriately challenging and appreciate the support and help they receive from teachers and teacher aides.



2.2 Key improvement strategies

Clarify the school's signature pedagogy and its role in assisting teachers to align their understanding and expertise in the application of that signature pedagogy and the school's Explicit Improvement Agenda (EIA).

Develop and implement a collegial engagement framework that documents professional capability development for all school staff including coaching and mentoring support and models of feedback.

Develop a school process whereby regular and timely feedback is used to acknowledge success and support staff to self-evaluate the effectiveness of their teaching practice.

Develop a differentiated model of Professional Development (PD) for all staff to ensure teachers' data literacy and skills enable deeper understanding of data to better inform differentiated teaching practice.