Pittsworth State School

School Review Report

School Improvement Unit

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.

©Josiah Omeenyo 2011

Contents

3

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pittsworth State School** from **18** to **20 February 2020**.

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

Scott Curtis	Internal reviewer, SIU (review chair)
Anthony Ryan	Internal reviewer
Judi Hanke	External reviewer

1.2 School context

Location:	Hume Street, Pittsworth
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	295
Indigenous enrolment percentage:	11 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 17.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976
Year principal appointed:	July 2018
Significant partner schools:	Pittsworth State High School
Significant community partnerships:	Toowoomba Regional Council, Childcare and Kindergarten (C&K) Pittsworth Kindergarten, Kate's Place Early Education and Child Care Centre, St Stephen's Catholic Primary School, Scripture Union (SU) chaplaincy, Pittsworth district chaplaincy committee, Woolworths Pittsworth, Lions, Rotary, Pittsworth Community Concert Band – Black Inc., Department of Child Safety, Youth and Women (DCSYW), Pittsworth district alliance, Queensland Health, Early Years network
Significant school programs:	SU Chaplaincy, instrumental music – concert band and strings, choir, kitchen garden – dormant during the drought, Virtual STEM (Science, Technology, Engineering and Mathematics) Academy – Online, Sporting Schools, school musical – biennial, Year 6 Canberra camp, Year 5 leadership camp

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Business Manager (BM), administration officer, Support Teacher Literacy and Numeracy (STLaN), information technology officer, District Relieving Teacher (DRT), 14 teachers, inclusive education teacher, six teacher aides, school chaplain, groundsman, 45 students and 40 parents.

Community and business groups:

- C&K Pittsworth Kindergarten and Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal Pittsworth State High School.

Government and departmental representatives:

- Mayor of Toowoomba Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School improvement agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 1 2019)
Professional learning plan 2020	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan	Professional development plans
School Opinion Survey	School newsletters and website
Responsible Behaviour Plan for Students	Headline Indicators (October 2019 release)
Report card and NAPLAN update Semester 1 2019	

2. Executive summary

2.1 Key findings

Students, parents and community members speak highly positively regarding the school and its welcoming culture.

They outline the growth and fostering of a positive sense of community as essential to the ethos of the school. Students speak with pride about their connection with the school. Parents and students articulate that the school is a 'school of choice' in the local area due to the extracurricular activities and support provided to students. Generations of connectedness exist in the school.

Students and staff members have an obvious sense of belonging and pride in the school.

The school is committed to creating success for every student by providing a culture centred on high expectations, a disciplined and engaging environment, positive and caring relationships and quality educational outcomes for all students. The school provides an inclusive educational environment centred on the school's motto of *'Persist, Strive, Succeed'* supported by the Responsible Behaviour Plan for Students (RBPS).

The Explicit Improvement Agenda (EIA), known locally as improvement priorities, has guided the last four-year strategic planning cycle.

AIP strategies aligned to the improvement priorities are developed to support the improvement of student achievement. Teachers articulate an understanding of some of the improvement priorities. The school leadership team identifies that the EIA is yet to be explicit. The leadership team acknowledges that the EIA requires a sharper and narrower focus.

The school has developed a documented curriculum framework.

School leaders and teachers report that there has been a recent emphasis on building teacher understanding of the Australian Curriculum (AC). Teachers use Curriculum into the Classroom (C2C) as a resource to support the implementation of the AC. The knowledge of all staff members regarding the AC is continuing to develop as they undertake processes to plan curriculum units that reference the content descriptions and achievement standards. The school has a plan to quality assure the curriculum framework for depth and breadth of the AC standards.

Highly effective teaching is recognised by the leadership team as the key to improving student learning throughout the school.

Explicit Instruction (EI) for effective and efficient teaching is understood by most teachers. Students actively participate in instructional activities in small groups, with the promotion of success and the scaffolding of instruction being a feature of classroom practices. Artefacts in each classroom indicate the use of 'I do, We do, You do' strategies. A comprehensive

pedagogical framework identifying the signature pedagogy for the school is yet to be documented and published.

The school has developed a school-wide, professional team of highly capable teachers, including teachers who take an active leadership role beyond the classroom.

A new leadership structure implemented at the school ensures support for the vision of *'Every Child Succeeding'* through the areas of curriculum, special education services, differentiation and literacy and numeracy. Effective support processes provided by members of the newly formed leadership team encourage staff to participate in a school-wide, shared responsibility for student learning and success. The principal identifies a desire to develop the capacity and ability of members of the leadership team as instructional leaders through collegial networking, mentoring and personal coaching.

In 2019 the school was involved in the regional moderation project.

Internal moderation is developing in the school with some teachers meeting in their own time. Some informal moderation has occurred at a whole-school level. The leadership team is committed to the implementation of moderation processes within and beyond the school to promote rigorous conversations, ensuring consistency of judgement in Levels of Achievement (LOA) are maintained against the standards of the Guide to Making Judgements (GTMJ).

Staff members express the view that they expect all students to learn successfully.

Staff members are united in their commitment to the school. They are dedicated and work together to identify opportunities to improve the learning outcomes of students. Teacher aides are considered an integral part of the teaching team across the school. The commitment of all staff to improving the quality of teaching and learning is clearly apparent.

Students are provided with a range of learning experiences that enable them to develop skills in areas of passion or interest.

The musical and sporting programs provide students with a range of opportunities to engage in activities that promote active and healthy lifestyles. The incorporation of the Arts into the school program allows students to engage in educational practices in dance, music and drama across the school and further enhances the culture of the school. The school has a highly prominent choir, band and strings program widely acknowledged and supported within the community. The school facilities are utilised by community music groups for rehearsals and they are appreciative of this support.

2.2 Key improvement strategies

Collaborate with staff to refine the EIA, agreed non-negotiable practices, what it looks like in classrooms, timelines and regularly promote the EIA for consistency of practice.

Quality assure the curriculum overview ensuring balance and coverage against content descriptions and achievement standards, and referenced with cross-curriculum priorities and general capabilities.

Collaboratively review and refine the pedagogical framework to ensure school documentation reflects the agreed high-yield, signature practices and pedagogical beliefs enacted at the school.

Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching.

Develop intentional and rigorous moderation processes within and beyond the school to create consistency and confidence in teacher judgement of the AC and associated achievement standards.

3. Snapshot of previous school review

The last review carried out at the school was conducted from **5** to **7 October 2016**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2016 review was identified as 978 and the school enrolment was 302 with an Indigenous enrolment of 9 per cent and a student with disability enrolment of 4 per cent.

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

- Prioritise the need to build teacher capacity in data analysis incorporating the triangulation of data to inform their planning to improve individual student outcomes.

- Review and publish the roles and responsibilities of the school's leadership team, incorporating clear links to the school's EIA.

- Develop and implement a comprehensive program for mentoring, coaching and feedback to staff members.

- Investigate opportunities to implement greater sector or year level monitoring and support.

- Develop a curriculum overview that vertically aligns the curriculum and supports teachers to monitor and track the progression of learning from year to year.

4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The school has a proud tradition serving the educational needs of the community since 1882. Parents and community members celebrate the achievements of the school and their continued involvement in developing the fabric of the community.

The principal and staff are united and committed to improving learning outcomes for all students. This aligns to the school's vision statement that 'W*e strive for excellence and we succeed through persistence'*. School staff are committed to providing an inclusive environment where students feel safe and supported.

The principal and staff are committed to developing classroom learning environments that are student-centred and focused on meeting the learning and wellbeing needs of all students. Staff and parents articulate that a cornerstone of school documentation is an explicit focus on the evidenced-based practices that are widely shared within the community. The impact of this evidenced-based research on classroom teaching is yet to be clearly apparent.

The EIA, known locally as improvement priorities, has throughout the last four-year strategic planning cycle been centred on reading, numeracy, pedagogy and capability building through mentoring, coaching and feedback. The EIA additionally included priorities of curriculum, assessment and reporting, attendance and community partnerships. It is apparent across the school that some of the strategies with aligned actions and targets from the four-year strategic plan are yet to be achieved.

The 2020 intended Annual Implementation Plan (AIP) identifies the key improvement priorities of reading, quality pedagogy, attendance, mentoring, coaching and feedback and partnerships. Each priority includes actions, timelines and the responsible officer. Most priority areas include targets. The improvement priorities are communicated to staff, parents and the community through the school newsletter, Facebook page, Parents and Citizens' Association (P&C) meetings and staff meetings.

AIP strategies aligned to the improvement priorities are developed to support the improvement of student achievement. Some of the strategies include developing school-wide consistent practices, building staff capability and confidence, prioritising staffing support, learning walks and talks, data collections and analysis, supporting Prep transitions and enacting the Positive Behaviour for Learning (PBL) approach.

Teachers articulate an understanding of some of the improvement priorities. The school leadership team identifies that the EIA is yet to be explicit. The leadership team acknowledges that the EIA requires a sharper and narrower focus.

The school has published a role statement for the leadership team. The school leadership team identifies that responsibilities aligned to the improvement priorities are yet to be established.

Using National Assessment Program – Literacy and Numeracy (NAPLAN) and reading diagnostic assessment tools, in addition to attendance data collated through OneSchool, most key improvement priorities have targets. Example targets outlined within the 2020 AIP include all students reaching or exceeding end of year benchmarks for PM, 100 per cent of Year 3 and Year 5 students reading above the National Minimum Standard (NMS) and increasing the percentage of students in the Upper Two Bands (U2B) in Years 3 and 5 reading.

Targets and strategies aligned to the improvement priority of reading are included in the planned Investing for Success (I4S) agreement. These relate to students achieving end of year level expectations for reading texts, aspects of speaking and phonemic awareness, Prep to Year 3 students reaching or exceeding regional benchmarks, and Year 3 and Year 5 students achieving or exceeding the NMS in NAPLAN reading and writing. Teacher knowledge of whole-school and explicit student targets varies.

Efforts are made to understand current student achievement levels, how achievement levels have changed over time for students, and how student achievement informs the next steps of teaching. This occurs through the analysis of NAPLAN, diagnostic summative assessment tasks and other data collected through the Whole School Assessment Overview. Some teachers would like the opportunity to reflect on whole-school data to inform their knowledge of the whole school and year level data.

Staff express the view they expect all students to learn successfully. Expectations for student attendance, engagement and learning are apparent. The monitoring of improvement priority progress towards targets to evaluate their effectiveness in producing desired improvements in student learning and performance is yet to systematically occur.

Staff members are united in their commitment to the school. They are dedicated and work together to identify opportunities to improve the learning outcomes of students. Their commitment to improve the quality of teaching and learning is apparent, including participation in staff meetings, Common Planning Time (CPT), class data analysis, and year level social moderation.

Improvement strategies

Collaborate with staff to refine the EIA, agreed non-negotiable practices, what it looks like in classrooms, timelines and regularly promote the EIA for consistency of practice.

Review and publish the roles and responsibilities of the leadership team, incorporating clear accountability links to the EIA.

4.2 Analysis and discussion of data

Findings

Priority is given to the school-wide systematic collection of data on student outcomes, including academic, attendance and behaviour. Data collection includes overall school, year level and individual student achievement. Staff members are committed to the school-wide collection of data relating to the strategic priorities of reading and numeracy.

There is a documented Whole School Assessment Overview that schedules the expectations in relation to year level benchmarks for reading, magic sights words and literacy continuum cluster targets. This overview states the diagnostic summative assessment tool to be used with included timelines. Staff members are aware of the assessment schedule and are committed to the data collection. The use of collected data to support staff in their knowledge of data to inform consistency of teaching practice is yet to be established.

Data collection tools include Prep Metalinguistic Awareness Program (PMAP)/Oral Language Early Years (OLEY) oral language screeners, LEM Phonemic Awareness screener, Early Start literacy and numeracy, PM Benchmark reading, PROBE reading, PAT-R, PAT–M, NAPLAN, and 'place value misconceptions and fractions' locally designed diagnostic assessment. C2C assessment tasks for English, mathematics, science and Humanities and Social Sciences (HASS) are additionally represented. A range of regional benchmarks is included in the document and represent the expected minimum achievements at the end of each year level. The identification of which data sets to best inform high-yield strategies to extend learners within the classroom is yet to occur.

The leadership team tracks individual students and cohorts of students at risk of not achieving benchmark level through an electronic collection of data sets. Class teachers track their student data through class reading ladders and clusters relating to the literacy continuum. Data collection and analysis in reading allow teachers to continually adjust student reading goals and groupings to maximise learning opportunities. Class data walls are used by teachers to help track individual reading development.

Student work folios contain summative tasks with the completed relevant GTMJ, diagnostic assessments and work examples for each area of the AC. Student work folios include a student data tracking sheet.

Previously the school collated student reading data on a school data wall located within the staffroom. Teachers articulate this data wall facilitated conversations regarding student reading achievement data, distance travelled, and barriers to progression. A review of the purpose of data collection in addition to the intended audience determined that the data would be better suited displayed in classrooms as this would facilitate student conversation regarding setting learning goals.

It is intended that formal data conversations in the area of reading will occur with year level teachers each term. During planned meetings, a review of collected student achievement data and conversations to build teacher understanding of how data is utilised to inform

curriculum planning is anticipated. Staff articulate that the case management meetings, based upon Lynn Sharratt's 'Putting Faces on the Data'[1] are a valued process within the school.

In the school's priority area of reading, 2019 NAPLAN Mean Scale Score (MSS) achievement is similar to Similar Queensland State Schools (SQSS) in Year 3 and Year 5. Year 3 and Year 5 U2B achievement in reading is above SQSS. The 2019 AIP target of 100 per cent of Year 3 and Year 5 students reading at or above the NMS was realised in Year 3. Relative gain 2017–2019 Year 3 to Year 5 is similar to SQSS.

A PBL team meets twice a term to manage the school's implementation of the RBPS. PBL strategies are well known and embedded in daily practice. Behaviour data regarding major and minor incidents is recorded on OneSchool. Gotcha rewards are used as incentives for appropriate student behaviour and are valued by most students. A well-used reward system is established for students who exhibit appropriate behaviour around the school values of *'Persist, Strive and Succeed'*. PBL data is analysed to determine where 'at risk' behaviour is occurring and to formulate strategies to address these behaviours.

Students with disability, students identifying as having English as an Additional Language or Dialect (EAL/D) and students within other priority groups are supported by members of the school leadership team, including the Support Teacher Literacy and Numeracy (STLaN) and Head of Special Education Services (HOSES). Student data regarding these priority groups is monitored to include appropriate responses within an inclusive learning environment.

The school received 11 transition statements for 37 students who commenced Prep in 2020. Teachers appreciate receiving the statements and articulate they are of some use in supporting the needs of the learner.

The 2019 school attendance target was that all students attend 95 per cent of the year. Whole-school attendance in 2019 was 92.6 per cent. Class teachers monitor student attendance and liaise with school leaders in their efforts to encourage improvement in attendance. The current 2020 attendance rate is 94.2 per cent. Strategies to promote improved attendance include classroom and whole school awards, use of IDAttend for same day parent notification, staff to parent phone calls, and monitoring of OneSchool records.

Shared data within the school includes student-specific achievement data shared with parents regarding LOA, reading levels, PAT–M, PAT–R results and NAPLAN. To the wider community, including the P&C, whole of school data trends regarding the School Opinion Survey (SOS), NAPLAN and attendance data are shared through meetings, the school newsletter and parades.

Improvement strategies

Investigate current internal and external data to identify the high-yield strategies to extend learners within the classroom.

---

[1] Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin.

Develop a differentiated approach to support staff in their knowledge of data to inform consistency of teaching practice.

4.3 A culture that promotes learning

Findings

The school is committed to creating success for every student by providing a culture centred on high expectations, a disciplined and engaging environment, positive and caring relationships and quality educational outcomes for all students. The school presents an inclusive educational environment centred on the school's motto of *'Persist, Strive, Succeed'* supported by the RBPS.

A culture of mutual trust and professionalism is apparent amongst staff members and school leaders. An 'open door' approach is promoted by school leaders and is appreciated by teachers, support staff and parents. Parents value the visible and welcoming presence of staff before, during and after school in the environs.

Parents report they feel confident in contacting the school leadership and staff if they have any concern regarding their child's wellbeing. Students and staff members have an obvious sense of belonging and pride in the school and all are made to feel welcome and valued. The personalised interactions and interventions undertaken by the school to support students and their parents are widely appreciated.

The school behavior expectations of *'Be Respectful, Be Responsible and Be Safe'* are prominently displayed in classrooms, and are well known and used by staff and students. The leadership team identifies that a desire to prominently display the school behaviour expectations outside of classrooms is yet to be realised.

The school comprises students from a range of socioeconomic and cultural backgrounds. The leadership team recognises the need to embrace an inclusive approach to educating all students. Inclusion is a feature of all learning spaces. Students with disability, Indigenous students and students in Out-of-Home Care (OOHC) are supported in classrooms. Teachers and support staff plan for each according to their level of need. There is a commitment to engaging a wide range of education staff, in addition to external agency staff to support students.

Teachers are able to discuss their expectations for students. A consistent whole-school view of high expectations is apparent in learning, behaviour, attendance, student management and school-community relationships. Most parents are able to discuss the school's expectations regarding attendance and behaviour. Some parents are less clear in relation to expectations for student learning.

The school celebrates student success through a variety of means. On parade, student awards for curriculum acknowledgements, in addition to Read with Me level achievements are established. The school holds a Gold Award – behaviour award presentations, on a termly basis. The school has recently established within the community academic achievement awards to complement the sporting and musical awards that are presented.

The musical and sporting programs provide students with a range of opportunities to engage in activities that promote active and healthy lifestyles. The incorporation of the Arts into the

school program allows students to engage in educational practices in dance, music and drama across the school and further enhances the culture of the school. The school has a highly prominent choir, band and strings program widely acknowledged and supported within the community. The school facilities are utilised by community music groups for rehearsals and are appreciative of this support.

Students are engaged in learning and many articulate they are being appropriately challenged. Staff and parents identify and value the opportunity that is afforded for identified students to participate in STEM extension opportunities through off-site providers including the Virtual STEM Academy, and the IMPACT Centre (Digital Technologies Year 4 Program). Staff identify further opportunities to promote a culture of inquiry and innovation whereby creative exploration and independent learning are a feature of each classroom could yet occur.

SOS data and School Disciplinary Absences (SDAs) data indicate student behaviour is of a high standard. Staff, students and parents comment favourably on the high standard of behaviour and the effort staff members display in positively managing students. The PBL program is embedded into school life and the school is a PBL Tier 1 school. The PBL team is working towards achieving Tier 2. The PBL committee meets twice a term to plan lessons for implementation, analyse behaviour data and design success celebrations. PBL expectations and data are shared through the school newsletter and on parade.

SOS data from staff, students and parents indicates high levels of satisfaction with the school across all survey areas. Staff agreement with each statement on the 2019 SOS is above 90 per cent.

At the time of the review no student is on a part-time program.

Classrooms are attractively presented with displays of student work and artefacts to support the teaching and learning process. Classrooms are calm and most teachers articulate that interruptions to teaching due to inappropriate behaviour in classes are minimal.

The grounds and play spaces are attractive and well maintained. The leadership team identifies the ongoing concern of how to deal with water supply to the grounds and garden spaces. Possible actions have been identified.

At the time of the review, no short-term SDAs are recorded. In 2019, there were 10 SDAs actioned, involving seven students. No student with disability is represented in this data.

Improvement strategies

Identify further opportunities to promote a culture of inquiry and innovation whereby creative exploration and independent learning are valued across each of the classrooms.

Collaboratively review the PBL framework in light of the student code of behaviour considering the needs for the full range of students.

4.4 Targeted use of school resources

Findings

School leaders endeavour to utilise the available human and physical resources to meet student needs and provide the professional resources staff members require to support teaching and learning.

The school's budget is developed based on historical data aligned to local and system priorities to support the educational needs of students. The budget is monitored by the principal and Business Manager (BM) to ensure that planned initiatives are implemented in a timely manner. Program managers provide input in budgeting processes by submitting budget request forms to the BM.

The provision of opportunities for collaborative curriculum planning in CPTs each term is an emerging practice. The leadership team articulates this area is a priority and as a result all teachers are provided with 40 minutes additional Non-Contact Time (NCT) each week for curriculum release time to work with the Head of Curriculum (HOC) to reflect on curriculum, teaching and analysis of student data.

The principal acknowledges that resources allocated to build a culture of intentional collaboration and teamwork focused on improving the capability of leaders and teachers to effectively implement the EIA will lead to consistency of expected practice.

The principal recently conducted a workforce planning review and restructure of the leadership team. The leadership team consists of the principal, HOC, HOSES, STLaN and BM.

Teacher aides play an important role in enhancing learning and wellbeing outcomes fulfilling responsibilities ranging from in-class support, intervention support to playground supervision. A significant amount of teacher aide time is allocated to enhance student wellbeing, engagement and achievement. School-purchased teacher aide expenditure aligns with the school's EIA.

The principal has created interrelated timetables to ensure student learning time is prioritised and to maximise the use of staff for student learning and teacher capacity building.

Staff articulate general satisfaction at resourcing levels provided in classrooms and specialist teaching spaces to facilitate student learning. A computer laboratory, library and hall are utilised by staff and students on a daily basis.

At the time of the review the school has $347 580 cash at bank to support student learning.

The school's planned Investing for Success (I4S) agreement for 2020 reflects funding of $122 742. This expenditure aligns to the EIA of reading and writing and builds upon the school strategies in these areas. Some of the strategies include purchasing additional Speech Language Pathologist (SLP) time, additional 0.5 Full-time equivalent (FTE) classroom teacher time and teacher aide time to support literacy blocks.

Staff, students and parents display pride in the school facilities and outdoor learning environments. The facilities are well maintained and effectively used to maximise student learning and include well-kept gardens, tuckshop, enclosed multipurpose space known as the 'Bottle Tree Hall', Stephanie Alexander garden and kitchen, computer lab, library and playgrounds.

A range of technologies is used in classrooms to support student learning. Some of these include iPads in the early years, desktop computers, laptops and interactive whiteboards. Most staff identify that Information and Communication Technology (ICT) infrastructure is yet to match the demands of the AC. School infrastructure is supported with an information technology officer who is orange card accredited.

The school invests $20 000 for students to access the digital technologies program from the IMPACT centre. This investment supports the professional learning of teachers in the priority area of digital technology.

Some teachers express they have the classroom resources they require. The school has a resource room that is equipped and organised with classroom resources that teachers are able to borrow. The HOC has commenced working with teachers to ensure all the resources required to support the curriculum units across all year levels are available. The BM has established a requisition form process for teachers to make requests for additional resources. Some staff articulate they personally provide classroom resources for students due to funding constraints. Most staff articulate they would appreciate more clarity regarding the requisition process to ensure they have the required resources.

The hire of school facilities generates considerable revenue for the school. In 2019, the school received over $35 000 to support wages for the Pittsworth Function Centre and general school funds.

Improvement strategies

Allocate resources to build a culture of intentional collaboration and teamwork focused on improving the capability of leaders and teachers to effectively implement the EIA.

Enact a plan to ensure ICT infrastructure supports the full implementation of the AC.

4.5 An expert teaching team

Findings

The school has developed a school-wide, professional team of highly capable teachers, including teachers who take an active leadership role beyond the classroom. The Organisational Framework outlines staff contributions to school management and leadership. The 2019 SOS indicates 90.9 per cent agreement with the statement 'My school encourages me to undertake leadership roles'.

A new leadership structure implemented at the school ensures support for the vision of *'Every Child Succeeding'* through the areas of curriculum, special education services, differentiation and literacy and numeracy. Effective support processes provided by members of the newly formed leadership team encourage staff to participate in a school-wide, shared responsibility for student learning and success. The principal has identified a desire to develop the capacity and ability of members of the leadership team as instructional leaders through collegial networking, mentoring and personal coaching.

Teacher aides are considered an integral part of the teaching team across the school. All teacher aides have been involved in Professional Development (PD) linked to the school priorities during staff development days. Teacher aides speak highly of the opportunity to participate in the online training modules relating to their work with students.

The provision in 2020 of an additional 40 minutes per week for CPT within year level cohorts is well received by teachers. The HOC leads these meetings to strengthen the knowledge, skills and capability of all staff members to differentiate to meet the learning needs of all students.

Additional professional learning at weekly staff meetings and learning walks and talks conducted by the principal and HOC ensure that support is timely and targeted. Teachers indicate a desire for this practice to be embedded into school operations and welcome the opportunity to receive feedback.

The HOSES supports a nearby small schools cluster including Southbrook, Millmerran, Brookstead, and Mount Tyson State Schools for one day per week, managing service delivery and other components of the Special Education Program (SEP) in these schools. Other examples of networked school relationships include the sharing of classroom management strategies with Pittsworth State High School junior school staff. Further opportunities to build networked school relationships that support leadership development, including principal–principal mentoring relationships could yet occur.

Plans are established for the HOSES to conduct professional learning at staff meetings, during CPT and through the outcomes of the student support services meetings, to further strengthen the knowledge, skills and capability of all staff members to differentiate to meet the learning needs of all students.

Participation in the Darling Downs Moderation Project in 2019 enabled teachers to develop skills in the three levels of planning and alignment with the P–12 curriculum, assessment

and reporting framework (P-12 CARF). Comprehensive documentation is stored on SharePoint, with staff speaking positively regarding the ease of access to documents and resources.

The school places a priority on attracting, retaining and developing teachers and provides a range of strategies to enhance teacher practice and to share understandings of how students learn. The leadership team members recognise their responsibility to facilitate formal and informal opportunities for teachers to share effective practice and to build curriculum and assessment knowledge. The leadership team identifies the opportunity to develop a professional learning environment whereby all staff focus on sharing and reflecting practice within the school that enables observation, coaching, mentoring and models of feedback.

Staff articulate that the implementation of the induction program including the allocation of a mentor provided for new and beginning teachers varies. The 2016 review identified the strategy to develop and implement a comprehensive program for mentoring, coaching and feedback to staff members.

The Annual Performance Review (APR) process provides an opportunity for staff to receive feedback, celebrate achievements and to plan for their own professional learning as it relates to the school priorities. Teacher aides are yet to fully participate in this process. The 2019 SOS indicates an improvement from 88.6 per cent in 2018 to 96.8 per cent in 2019 regarding agreement with the survey item 'Staff at my school are actively involved in Developing Performance discussions'.

The leadership team has strategies established to assist teachers to continue to develop and share deep understanding of how students learn. This is apparent through the commitment to support three teachers to undertake professional learning in digital technologies offered by the IMPACT Centre. A 'train the trainer' model will enable all teachers to benefit from this commitment.

The school has a professional learning plan and associated budget to support local and where appropriate, system priorities.

Improvement strategies

Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching.

Explore further opportunities to build networked school relationships that support leadership development, including principal–principal mentoring relationships.

Collaboratively develop a school professional learning environment, for all staff to focus on sharing and reflecting practice within the school that enables observation, coaching, mentoring and models of feedback.

4.6 Systematic curriculum delivery

Findings

The school has a documented curriculum framework. This plan presents an explicit sequence for curriculum delivery across Prep to Year 6. The plan is organised around the AC learning areas of English, mathematics, science, HASS, the Arts, technology, Health and Physical Education (HPE) and languages.

The knowledge of all staff members of the AC is continuing to develop as they undertake processes to plan curriculum units that reference the content descriptions and achievement standards. School leaders and teachers express that there has been a recent emphasis on building teacher understanding of the AC. The principal expresses a commitment to providing ongoing opportunities for teachers and school leaders to enhance their knowledge of the AC achievement standards and to consider this as a key component of the vertical and horizontal alignment of the curriculum planning process.

The HOC is reviewing and quality assuring the school's curriculum plan to ensure it is a sequenced plan for curriculum delivery across the school. The HOC is working to ensure the curriculum plan incorporates all elements of the AC for balance and coverage against content descriptions and achievement standards and incorporates the general capabilities and cross-curriculum priorities.

Teachers use C2C as a resource to support the implementation of the AC for all areas except mathematics. Mathematics is taught using internally designed units of work. The school has a plan to quality assure the school's mathematics curriculum for depth and breadth of the AC standards. Some staff are adapting the content of the planned curriculum to be locally relevant to build on students' existing knowledge and skills. An example from the Year 1 curriculum is the involvement in the 'Paddock to Plate' unit. This involves students visiting local farms and businesses. Students identify when they learn about something that is relevant they enjoy school more.

Work has begun on supporting teachers to build their knowledge of quality assessment practices. This work has centred on unpacking the GTMJs and building staff capability so that the AC assessment standards can be implemented with rigour and fidelity. School leaders acknowledge that further work is required. Some teachers indicate that they would appreciate greater support to understand the connections within the AC in order to meet the learning needs of all students.

Student work folios are developed and contain examples of summative tasks with the completed relevant GTMJ, diagnostic assessments and work examples.

The provision of opportunities for collaborative curriculum planning in CPTs each term is an emerging practice. The leadership team articulates this area is a priority and as a result all teachers are provided with 40 minutes additional time each week to work with the HOC to reflect on curriculum, teaching and analysis of student data. A known agenda aligned to curriculum priorities is developing.

The school identifies and provides some programs for students requiring extension or additional support in their learning. The identification process is informed by diagnostic and class-based assessments. Extension and groups requiring additional support are catered for during literacy blocks through the use of ability groupings and support staff.

The school was involved in the regional moderation project in 2019. Internal moderation is developing in the school with some teachers meeting in their own time. Some informal moderation has occurred at a whole-school level. The leadership team is committed to the implementation of moderation processes within and beyond the school to promote rigorous conversations, ensuring consistency of judgement regarding LOAs is maintained against the standards of the GTMJ.

Students are provided with a range of learning experiences that enable them to develop skills in areas of passion or interest. The school promotes music, choir, sporting and enrichment activities with the local schools and online programs that engage students in additional curricular opportunities. Fourteen students are enrolled in the Virtual STEM Academy, with two students completing Horizons. The extensive music and choir programs are a highlight for the school community. More than 70 students engage in the school's choir each week. Parents speak highly of these opportunities for engagement in co-curricular learning.

The class plan for curriculum delivery is shared with parents through the school newsletter each term. Parents find this information valuable. Written reporting to parents regarding their child's progress occurs at the end of each semester. Report cards are aligned to the AC learning areas. Parent interviews are offered at the end of Terms 1 and 3 and available on request at any time.

Improvement strategies

Quality assure the curriculum overview ensuring balance and coverage against content descriptions and achievement standards and referenced with cross-curriculum priorities and general capabilities.

Develop consistency of staff knowledge of the planned curriculum delivery across the school that incorporates all elements of the AC.

Develop intentional and rigorous moderation processes within and beyond the school to create consistency and confidence in teacher judgement of the AC and associated achievement standards.

4.7 Differentiated teaching and learning

Findings

A whole-school approach to supporting student learning recognises diversity at the school and classroom level and promotes a shared commitment to quality teaching and improving student achievement. The new leadership structure introduced at the school includes the principal, a HOSES, HOC and STLaN ensuring that the improvement agenda of *'Every Child Succeeding'* is fully supported by senior members of staff.

Teaching practices across the school predominantly reflect the belief that, although students are at different stages in their leaning and may be progressing at different rates, all students are capable of learning successfully if motivated and provided with the appropriate learning opportunities and necessary support. There is an expectation that all teachers plan for focused and intensive teaching to meet all students' learning needs, including high achieving students.

The 2020 AIP has a focus on reading with a strategy to conduct individual case management meetings to target specific student reading outcomes included in the AIP.

Teachers encourage and assist students to monitor their own learning and to set goals for future learning. All students are expected to have a reading and writing goal. Parents interviewed express satisfaction with the information provided regarding their child and the progress made over time. The weekly parade provides an opportunity for selected students to share their learning goal with other students in the school. An annual awards night introduced in 2019, provides a focus on academic and attendance achievements whilst supporting the school's arts and sport identity.

The leadership team acknowledges a commitment regarding a whole-school approach to identifying and providing additional support for the learning needs of higher achieving students, including strategies to build teacher capacity to differentiate for these students.

Differentiation approaches are articulated by the HOSES through a three-stage process. The initial stage represents effective differentiation teaching strategies for all students using explicit teaching methodologies. The next stage provides some students with additional scaffolding with focused teaching to meet year level expectations. Some teachers are familiar with the Maker[2] model of differentiation to support the differentiated curriculum to meet the needs of students with additional learning needs. Intensive teaching for a small percentage of students who are achieving well below or well above the year level expectation in some or all learning areas forms the basis of the final stage. This stage of intervention includes specialist personnel and programs, special education providers, SLPs and guidance officers. Classroom practices and strategies to differentiate learning experiences for the full range of students in the classroom are yet to be consistent.

---

[2] Maker, C. J. (1982). *Curriculum development for the gifted*. USA: Aspen Systems Corporation.

The 2020 I4S planned agreement includes an initiative to implement and monitor the effectiveness of intensive multi-tiered speech language programs to support progression and improvement in reading standards in the early phase. This will be achieved through the employment of a SLP with additional 0.1 FTE time to implement multi-tiered speech language programs and build staff capability in delivering speech programs.

An inclusive education teacher supports transition of children from the Early Childhood Development Program (ECDP) and kindergartens to school and completes individual assessments through Early Start.

The process for identifying students requiring Individual Curriculum Plans (ICP) is yet to be fully embedded. The HOSES intends to work with classroom teachers to develop ICPs and at the time of the review, two students are supported with ICPs. The HOC is yet to be involved in this process.

There is a process for referral of students requiring additional support, with the student support services team using a collaborative approach to determine the next steps for those students referred by teachers. This team consists of the HOSES, STLaN, principal, guidance officer and SLP. Teachers are required to submit a proforma to the HOSES prior to the weekly student support services meeting for consideration of additional support.

A STLaN conducts targeted literacy intervention supported by teachers and teacher aides. An OLEY program is operational in the school.

The Pittsworth State School Early Childhood Development Program (ECDP) Case Study 2016–2019, aimed to provide more detail regarding particular elements of the ECDP particularly in relation to collaboration with other service providers and/or supporting successful transitions of children with a disability or suspected disability to school.

A Solid Pathways program involving Indigenous students undertaking weekly web conferences with each other, in addition to experience days offered by the University of Queensland (UQ) and the annual participation in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week activities, ensure Indigenous history, culture and achievements are celebrated.

Improvement strategies

Develop a whole-school documented approach to identifying and providing additional support for the learning needs of higher achieving students, including strategies to build teacher capacity to differentiate for these students.

Support teachers to further establish classroom practices and strategies to differentiate learning experiences for the full range of students.

Review the process for identification of students requiring an ICP to ensure high expectations for learning are maintained for all students.

4.8 Effective pedagogical practices

Findings

The leadership team recognises that highly effective teaching is the key to improving student learning throughout the school. School leaders take a strong leadership role, encouraging the use of evidence-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

The 2015 pedagogical framework entitled 'Pedagogy @ Pittsworth' references mastery teaching[3], Marzano[4], and Hattie[5]. A range of pedagogical practices is referenced in the document. The leadership team articulates a review of the 2015 pedagogical framework is required to reflect the current pedagogical practice of teachers and to identify the school's signature pedagogy.

A comprehensive pedagogical framework identifying the signature pedagogy for the school is yet to be documented and published. EI[6] for effective and efficient teaching provides the pedagogical practices currently implemented in every classroom. The 16 principles of EI are understood by most teachers. Students actively participate in instructional activities in small groups, with the promotion of success and the scaffolding of instruction being a feature of classroom practices. Artefacts in each classroom indicate the use of 'I do, We do, You do' strategies.

Teachers organise the physical space of their classrooms for the effective establishment and introduction of classroom rules, guidelines, procedures and routines. Teachers use consistent routines and protocols in their classrooms to ensure students know how and when they can use materials, ask for assistance, and complete activities.

'We are learning to' (WALT), 'What I'm looking for' (WILF), and 'This is because' (TIB) are tools used in classrooms to encourage students to be more actively involved in their learning. These are used to explicitly highlight for students the learning intentions and success criteria in order to help them make better decisions regarding how to undertake the set task.

Teachers agree that effective pedagogies including EI, the Gradual Release of Responsibility[7] (GRR) and intensive interaction, an approach for teaching communication

---

[3] Hunter, M. C. (1982). *Mastery teaching.* Thousand Oaks, CA: Corwin Press.

[4] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

[5] Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routledge.

[6] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* New York, NY: Guilford Press.

[7] Pearson, P. D., & Gallagher, G. (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology*, 8(3), 112-123.

skills to children with additional learning needs, form the basis for teaching strategies that maximise student learning.

'Bump it up' walls, demonstrating what is required to reach the next level, learning walls and data walls displaying the PM and PROBE reading levels are emerging features of each classroom.

The principal and HOC conduct informal walks and talks, observe teachers in the classroom and acknowledge the value of providing opportunities for teachers to learn from each other to improve teaching practices.

Most staff are receptive to the proposal for ongoing detailed feedback regarding their classroom practices through the conduct of regular observation and feedback sessions via lesson observations. Written feedback to teachers in a timely manner using agreed formats is yet to be implemented. One-to-one informal conversations are provided to assist teachers to recognise successful practices and areas for further development. A systematic process whereby teachers observe each other's practice, provide feedback and make appropriate adjustments is yet to be developed.

All staff are supportive of the goal setting strategy used for the teaching of reading, writing and for personal goals and the improvement of student results. Students interviewed are able to clearly articulate their learning goals in reading and writing.

Improvement strategies

Collaboratively review and refine the pedagogical framework to ensure school documentation reflects the agreed high-yield, signature practices and pedagogical beliefs enacted at the school.

Build an observation, coaching and feedback culture, involving all staff, to provide timely support and advice on classroom pedagogical practices in the priority areas, and in areas for individual development and consistency across the school.

4.9 School-community partnerships

Findings

Students, parents and community members speak highly positively regarding the school and its welcoming culture. They outline the growth and fostering of a positive sense of community as essential to the ethos of the school. Students speak with pride regarding their connection with the school. Parents and students articulate that the school was a 'school of choice' in the local area due to the extracurricular activities and support provided to students. It is a school in which generations of connectedness exist.

Parents are valued as partners in their child's learning and speak highly of the approachable nature of school staff. Parent participation in school activities is encouraged and welcomed by staff. Many parents express the belief that the school responds well to the identified needs of students and works well with parents and carers to support students.

The school communicates with parents through a fortnightly school newsletter that celebrates student and school achievements, and provides information for parents regarding school events. Year level newsletters are produced by year level teams to inform parents/carers about classroom activities and curriculum directions. School events and information are additionally communicated through the school's Facebook page and website. Parades are held weekly and recognise the efforts of students. Families attend these parades to share and acknowledge the achievements of students and the school.

A chaplaincy program provides wellbeing support for students and families through a range of relationship development and pastoral care activities. High visibility and accessibility are features of the support offered. Multiple programs are offered for students and families. These include a breakfast program supported by local business and a craft program.

Processes for Year 6 students transitioning to secondary learning are established with Pittsworth State High School. These include student visits, special activity days each year, and visits by secondary staff. Students are provided with opportunities to build relationships with secondary staff members during these events. Primary teachers meet with high school staff to discuss student needs and ensure information is provided to facilitate successful transitions. Additional support is provided for students with specific learning needs to assist in their transition to high school. Parents acknowledge this process as supporting successful transitions for their child.

The school is an active member of the Early Years network. The Early Years network includes staff from local ECECs and health services. Class teachers visit the local centres to gain an understanding of the needs of the students enrolling in Prep. The ECEC centres attend the school for special events including Under 8's day.

The school has identified similar schools where, through collaboration, there is benefit for student learning and improved professional practice of staff members. The school has connected with local schools in the area to support their music and sporting programs. Staff identify opportunities to work alongside schools to build knowledge of the curriculum and

pedagogical approaches. Members of the leadership team acknowledge that working alongside 'high performing schools' teams can add value to the school's direction.

The school enjoys the support of an active P&C. In partnership with the school, the P&C conducts a number of fundraising ventures including Father's Day and Mother's Day stalls, trivia nights, cake stalls and supporting the local car sprints event by erecting fences. The fundraising ventures conducted by the P&C provide financial support to the school initiatives highlighted by significant funding provided to air condition the classrooms. The P&C has plans to work alongside the school leadership team to modernise classrooms.

The school engages with local business and community organisations to support the curriculum. Excursions to Pioneer Village provide students with an understanding of their local community. Students and staff speak highly of the 'Paddock to Plate' program with Year 1 students visiting a local farm followed by a visit to the local butcher shop to make sausages. Parents and the community speak fondly of the Read with Me program through the main street that involves the school walking the street reading in local shops with community members. Staff and community members identify opportunities to revitalise the school's Stephanie Alexander Kitchen Garden (SAKG) following the drought and staff changes.

The school has a long standing partnership with the Toowoomba Regional Council. This partnership provided for the construction of the Pittsworth Function Centre co-located on site. The council provides funding to support wages for staff to coordinate the centre and for maintenance of the facility. The facility is used by the local community as a training and function venue. The school uses the facility for a range of educational and community purposes. This documented partnership is due for review in 2026.

Improvement strategies

Build networking opportunities with the local cluster of schools and schools on similar education journeys that bring benefit to the learning of students and the professional practice of staff.

Investigate further opportunities to partner with community organisations to bring value to student learning.