School Improvement Unit Report

Shorncliffe State School

Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Shorncliffe State School from 15 to 17 June 2015. It provides an evaluation of the school’s performance against the nine domains of the National School Improvement Tool. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Yundah Street, Shorncliffe</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan</td>
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<tr>
<td>The school opened in:</td>
<td>1919</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<td>Current school enrolment:</td>
<td>328</td>
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<td>Indigenous enrolments:</td>
<td>2 per cent</td>
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<td>Students with disability enrolments:</td>
<td>1 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1126</td>
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<tr>
<td>Year principal appointed:</td>
<td>2003</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>13 classroom teachers</td>
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<tr>
<td>Nearby schools:</td>
<td>Sandgate State School, Sandgate District State High School, Saint Patrick’s College</td>
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<td>Significant community partnerships:</td>
<td>Nudgee Beach Environmental Centre, Queensland Cruising Yacht Club</td>
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<td>Unique school programs:</td>
<td>Writers’ Cooperative</td>
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and Deputy Principal
  - 18 teachers
  - Business Services Manager (BSM)
  - 8 teacher aides
  - Parents and Citizens’ (P&C) Association president and 12 parents
  - Outside School Hours Care and tuckshop staff
  - School chaplain
  - 36 student leaders and 20 students
  - State Member of Parliament
  - Principals of Sandgate District State High School and Nudgee Beach Environmental Education Centre

1.4 Review team

Judy Dale      Internal Reviewer, SIU (review chair)
Bernadette Hanna  External Reviewer
Peter Tanzer      Peer Reviewer
2. Executive summary

2.1 Key findings

- The school is highly regarded for its high expectations for student learning, behaviour and achievement.

The school is calm and positive. Classes are orderly and purposeful. Students, staff and parents speak proudly of the school. The school has a clear framework to support positive student behaviour and well-being based on the You Can Do It - Keys to Success. This approach has been embraced throughout the school. It is evident in conversations with students, staff and parents and used as a basis for student recognition. School behaviour data also reflects the success of this approach.

- The school has a broad improvement agenda.

The school’s broad agenda prioritises the areas of reading, numeracy, quality teaching practice, developing as a thinking school and personalised learning. Action teams in reading and numeracy have been established. There is limited evidence of strategic planning and alignment of clear targets, actions, milestones, resourcing and professional development to enact the improvement agenda.

- Student achievement data is used at a whole school, cohort, class and individual student levels to inform school and classroom teaching practices.

There is a developing understanding of the importance of analysis and interpretation of data across the school. Teachers collect and analyse data in reading to inform their teaching practice. Anecdotal evidence from students and staff indicates that the use of reading level data linked with student input into book selection has had a positive impact on reading behaviours.

- Consistent pedagogical practices are emerging.

Planning frameworks outlining school approaches and expectations in priority areas have been developed and documented however these lack detail and precision regarding expected pedagogical approaches. The school undertakes professional learning activities although these are not strategically linked to the school’s pedagogical framework. There are no whole school formal coaching, mentoring and feedback processes yet in place to support the improvement agenda.

- A variety of differentiation strategies are employed across the school with considerable effort, resourcing and attention paid to ensuring all students are proficient in the basics.

Whilst there is some evidence of differentiated teaching, school curriculum planning and delivery is yet to reflect an approach based on recognising and drawing on students’ existing knowledge and skills. The systematic use of data cycles to inform teaching and learning and establish individual student learning goals is not yet
consistently enacted across the school. There is an identified need for a stronger focus on differentiation to extend higher ability students.

- The school has a positive and caring tone in which team work, student voice and shared leadership is valued and influential in school life.

A strong culture of student leadership has been established. A significant number of students have specific roles as school and house captains, library captains and monitors, media and performing arts captains, and student councillors. These student leaders make a significant contribution to the positive school ethos. Teachers and teacher aides reflect positively on the success of teams across the school.
2.2 Key improvement strategies

- Refine the current improvement agenda to identify a sharp, narrow and deep focus with achievable, measurable targets, timelines and resourcing.

- Review the pedagogical and curriculum frameworks to provide greater precision and clarity of expected teaching practices in priority areas of reading and mathematics across the school.

- Review and refine the school’s curriculum plan and model for delivery to ensure it is challenging, engaging and responsive to the needs of all students.

- Develop and implement a staff professional learning model to deliver a strategic approach to capability development.