

Southport State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Southport State School** from **5 to 7 February, 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Rob Van den Huevel	Peer reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	Queen Street, Southport
Education region:	South East Region
Year opened:	1880
Year levels:	Prep to Year 6
Enrolment:	580
Indigenous enrolment percentage:	7.8 per cent
Students with disability enrolment percentage:	5.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	985
Year principal appointed:	Term 3, 2017
Full-time equivalent staff:	37.6
Significant partner schools:	Bellevue Park State School, Musgrave Hill State School
Significant community partnerships:	England Commonwealth Games team, International Tours – Education Queensland International (EQI), Broadwater Early Years Network (BEYN), Multicultural Day, OB Partnership, Special Sports Day – Griffith University
Significant school programs:	Explicit Instruction (EI), Touch Football Academy, Science, Technology, Engineering, Mathematics (STEM), Indigenous Dot Art, Pacifica Roopu



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, master teacher, Head of Curriculum (HOC), Head of Personalised Learning (HOPL), pedagogical coach, Director of Teaching and Learning, guidance officer, Support Teacher Literacy and Numeracy (STLaN), 26 classroom teachers, English as an Additional Language or Dialect (EAL/D) teacher, three Special Education Program (SEP) teachers, 12 teacher aides, Business Manager (BM), two administration officers, schools officer, school tuckshop convenor, 22 parents and 109 students.

Community and business groups:

- Three Parents and Citizens' Association (P&C) members, school chaplain and Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Director senior school of local high school.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Draft Annual Implementation Plan 2018
Investing for Success 2017	Strategic Plan 2016-2019
Headline Indicators (2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
School Opinion Survey	Curriculum planning documents
School pedagogical framework	Professional development plans
School assessment framework	School newsletters and website
Responsible Behaviour Plan	Professional learning plan 2017 (Term 1)
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The staff members of the school value positive and caring relationships to promote successful learning.

Staff members take pride in accepting, supporting and encouraging the learning, and social and emotional development of students who come to the school. There is a strong commitment by school staff members to the wellbeing and learning of each student. Students communicate that they feel supported and cared for by staff members and that positive relationships exist between students and staff.

Staff members are highly professional and work hard in the best interests of students.

There is a collegial culture of mutual trust and support amongst teaching staff and the school leadership team. The leadership team is visible within classrooms and around the school. A high level of collaboration across year levels in planning for student learning is apparent. There is a strong focus on quality learning and meeting the needs of students, both in the classroom and beyond the classroom.

The principal has developed a year level coordinator position for each year level.

These year level leaders work with their colleagues to improve professional practice across their year level, ensure greater consistency in the implementation of curriculum and assessment processes, and act as a conduit between the leadership team and classroom teachers. Conversations with teachers reveal they value the work of their year level coordinator and the support this position gives to their work in classrooms.

The school's current Explicit Improvement Agenda (EIA) has a number of broad areas for collective focus.

Discussions with teachers indicate a variety of opinions regarding the school's priority areas for development in 2018. These include improving literacy outcomes by implementing a range of reading strategies including the *Big 6* and engagement with complex texts. Staff members identify problem solving in mathematics, Explicit Instruction (EI), Positive Behaviour for Learning (PBL) and Science, Technology, Engineering, Mathematics (STEM) as priorities for this year. A narrower and sharper focus on identified learning priorities is yet to be developed to ensure there is a common understanding of strategies for collective implementation in all classrooms.



The school has established a model of shared leadership to implement school programs and operations.

A newly created middle management structure is established that includes a pedagogical coach, Director of Teaching and Learning, and Support Teachers Literacy and Numeracy (STLaN). These staff members join the principal, deputy principals, Head of Curriculum (HOC), Head of Personalised Learning (HOPL) and master teacher as school leaders. At the time of the review clarity regarding the roles and responsibilities of these new leadership positions is still being developed. The current statement of roles and responsibilities for school and teacher leaders is yet to address specific accountabilities, key actions and implementation timelines for all priority areas.

The school's leadership team and teaching staff members express a commitment to implementing curriculum programs relating to learning areas aligned to the Australian Curriculum (AC).

Year level teams develop locally contextualised English units with the support of the HOC. In learning areas other than English, most year levels report they are making increasing reference to the AC in the development of curriculum units. The use of Curriculum into the Classroom (C2C) resource materials and assessment tasks to guide curriculum planning and implementation is undertaken by teachers in these areas. The school leadership team expresses a desire to continue the process of developing locally contextualised curriculum units and assessment tasks with strong alignment with the rigour and intent of the AC.

The school's leadership team views timely and reliable data as essential to improving learning outcomes for students.

Some year level groups are interrogating various data sets in an endeavour to better know their students and plan future learning experiences. The leadership team recognises the importance of continuing to develop a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress overtime.

In 2018, the school's leadership team has been expanded to include new middle management positions.

Some members of the leadership team are relatively new to the school and their roles. A clear understanding of the roles, responsibilities and accountabilities of leadership team members in relation to the EIA is yet to be fully developed. The principal recognises the need to further develop the capacity and ability of the leadership team as instructional leaders in the school.



Co-planning is apparent across the school as year level teams work together to develop consistency of practice in the delivery of curriculum.

The school's HOC works alongside teachers in the development of curriculum units. Lesson sequences aligned to EI, common assessment tasks and associated Guides to Making Judgements (GTMJ) are collaboratively developed. Teachers work hard to ensure that the intended curriculum becomes the enacted curriculum. Teaching staff members undertake to have highly professional and robust curriculum conversations to ensure they are delivering curriculum units aligned to the AC.

School leaders and staff members are explicit about their desire to see effective teaching occurring throughout the school.

The use of EI is embedded across all year levels. Significant resources have been invested in engaging John Fleming¹ to work with staff in developing warm ups and the Gradual Release of Responsibility (GRR) being enacted with the 'I do, We do, You do' phases. This language is apparent in curriculum planning and reflected in teaching practice.

¹ Fleming, J., & Kleinhenz, E. (2007). *Towards a moving school: Developing a professional learning and performance culture* (No. 1). Aust Council for Ed Research.



2.2 Key improvement strategies

Develop an EIA with a sharp and narrow focus on identified areas for improvement in student learning and work with teachers to define what this looks like in their classrooms.

Enhance the statement of roles and responsibilities for school leaders to include accountabilities, key actions and implementation timelines for programs identified as priority areas for development.

Continue to develop and adapt curriculum units aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

Build a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time.

Provide opportunities for members of the leadership team, including year level coordinators, to further develop their capacity and ability as instructional leaders aligned to the school's priorities.