

Greenslopes State School

School Review Report



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 **Greenslopes State School** from **15 to 19 June 2017**.

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 which prioritise future directions for improvement.

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

1.1 Review team

Phil McLucas	Internal reviewer, SIU (review chair)
Georgia White	Peer reviewer
Sarah Fraser	Peer reviewer



1.2 School context

Location:	Logan Road, Greenslopes
Education region:	Metropolitan Region
Year opened:	1890
Year levels:	Prep to Year 6
Enrolment:	330
Indigenous enrolment percentage:	3.0 per cent
Students with disability enrolment percentage:	1.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1103
Year principal appointed:	2016
Full-time equivalent staff:	25
Significant partner schools:	Eastern Alliance Cluster schools - Dutton Park State School, Carina State School, Camp Hill State Infants and Primary School, Coorparoo State School, East Brisbane State School, Whites Hill State College, Coorparoo Secondary College, Brisbane School of Distance Education (BSDE)
Significant community partnerships:	Greenslopes Baptist Church, Independent Grocers of Australia (IGA), Brisbane City Council
Significant school programs:	Reading to Learn (R2L) program, Prep to Year 2 early intervention program, Read It Again!, Middle school transition program, Year 5 science extension, Bridge Builders program, school leadership program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), guidance officer, Business Services Manager (BSM), Parents and Citizens' Association (P&C) executive, 18 parents, 23 students, Support Teacher Literacy and Numeracy (STLaN), students with disability teacher, 21 teachers and Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Eastern Alliance Cluster schools.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 2, 2106)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation placemat
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey (2016)
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

School staff members demonstrate a clear understanding of the importance of positive and caring relationships with students.

Mutually respectful teacher-student interactions are apparent in the school. Staff members, students and parents articulate the strong sense of community and pride they have in their school.

Teachers provide professional and personal support for each other through informal interactions and collegial coaching triads.

Teachers report that they seek advice by referring to their colleagues with particular expertise or refer to members of the administration. Strong informal partnerships exist between teachers and teacher aides based on a mutual commitment to improving student learning.

New leadership structures are established and further refinement is occurring.

A range of specialist teachers are currently working in the school to support the learning of individual students. The current leadership team consists of principal, deputy principal and Prep to Year 2 intervention coordinator. The principal indicates that further clarification of the roles and responsibilities of the principal, key personnel and staff members in leading and actioning the Explicit Improvement Agenda (EIA) is required.

The school has developed a curriculum committee led by the principal and deputy principal and includes the Prep to Year 2 intervention coordinator.

The planning process allows some consolidated time for teachers to plan curriculum units in English. The process to provide opportunities for year level cohorts to collaboratively plan and to ensure the horizontal and vertical alignment of the curriculum is yet to occur. The school indicates a need to plan a range of curriculum areas collaboratively to further develop deep understanding of the Australian Curriculum (AC).

Staff members are committed to the success of all learners and teaching practices reflect the belief that students are at different stages of learning and progress at different rates.

School leaders explicitly encourage classroom teachers to identify and address the learning needs of the full range of students. The school has established data conversations to assist teachers with varying levels of experience to analyse their class data routinely and make timely adjustments to classroom activities. Teaching staff members work to ensure that most students are engaged by designing class activities that meet their learning needs. Teachers consult with parents, colleagues, specialist teachers and with students to ensure reasonable adjustments are made to meet the needs of students with disability, including through the development of some individual learning plans. The level to which teachers document teaching adjustments in planning varies.



The Prep to Year 2 intervention coordinator is providing some informal opportunities for modelling.

There have been opportunities for some teaching staff members to observe reading practice in other schools to inform their pedagogy. Vignettes of productive pedagogy in reading are created and uploaded to the school curriculum edStudio to assist with consistency of practice across the school. The teaching team participates in a triad collegial coaching system each term and teachers speak positively regarding this process. Further formalised observation and feedback to staff members from a range of instructional leaders to continue building consistency of practice is yet to be fully developed.

The principal has developed a corporate governance structure that includes team members who are responsible for strategic leadership in management, leadership and teaching and learning across the school.

This team includes the principal, deputy principal, guidance officer, Prep to Year 2 intervention coordinator, Speech Language Pathologist (SLP), Support Teacher Literacy and Numeracy (STLaN), students with disability specialist teacher, English as an Additional Language or Dialect (EAL/D) teacher and year level team leaders. These school leaders are supported in their work by the Business Services Manager (BSM). Further alignment of the focus of all specialist teachers to support the school's EIA and gauge the effectiveness of these allocations is yet to be fully developed.

Parents and families are recognised as integral members of the school community and partners in their child's education.

Parents express strong support for the school's approaches to teaching and learning including an open door policy to communicate with teachers. The Parents and Citizens' Association (P&C) supports school initiatives through the provision of additional funding of resources. Parents demonstrate a strong commitment to and speak highly of the school. Parents articulate they appreciate the friendly small school atmosphere and find staff members approachable. Parents comment highly regarding the staff's commitment to student learning and wellbeing and articulate that they are comfortable approaching teachers, the principal or other members of the administration team to discuss any matters that arise with their child. Parents comment on the high levels of trust they have in the principal and staff members.



2.2 Key improvement strategies

Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all staff members and ensure these are effectively communicated to, and understood by all.

Implement a planning cycle for staff members to collaboratively plan in cohorts, enables a consistency of curriculum planning and develops a deep understanding of the AC.

Ensure that differentiation is an ongoing school priority and is a feature of every teacher's practice.

Further develop an observation and feedback culture at the school that involves all staff members and school leaders.

Review the effectiveness of all human resource allocations to ensure they are targeted and maximising outcomes for all students.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school team is committed to improving learning outcomes for all students with a clear vision established for the school. This vision is expressed and enacted through the school's 'Big 6 Values' of *Community, Mutual respect, Embracing diversity, Opportunity, Resilience, Integrity*.

An EIA is developed that articulates high expectations for learning for all students. This agenda is focused on improving outcomes in literacy, applying critical thinking strategies and building teacher pedagogy.

New leadership structures are established and further refinement is occurring. The leadership team consists of the principal, deputy principal and Prep to Year 2 intervention coordinator. A range of specialist teachers are currently working to support the learning of individual students. The principal indicates that further clarification of the roles and responsibilities of the principal, key personnel and staff members in leading and actioning the EIA is required.

These areas are viewed as ongoing priorities for the school and it is apparent the specific focus for improvement in 2017 relates to a whole-school approach to the teaching of guided reading and maintenance of the Reading to Learn framework (R2L). Teachers speak confidently regarding their work in this area of improvement. It is apparent there is a narrow and sharp improvement agenda that ensures a common understanding of key priorities, strategies for implementation and targets for improvement.

Teachers implement a reading focus each day that utilises the Gradual Release of Responsibility (GRR) model including modelled, guided, shared and independent learning. This process engages students in daily reading activities that include the use of a consistent metalanguage, the teaching of decoding and comprehension strategies, and the use of the R2L strategy.

Students are exposed to high quality texts through the R2L process. A whole-school data wall is established to display students' Levels of Achievement (LOA). The establishment of SMART (Specific Measurable Achievable Realistic Timely) goals for reading is planned to focus teacher work in differentiating learning experiences for students. Some teachers design goals utilising PM Benchmarks and PROBE data, and share these with students in an effort to promote greater ownership of their learning and as a focus for feedback.

The principal and class teachers meet in week two of each term to discuss student data and goals, utilising a school-developed data profile. This information is utilised to inform further triad case management meetings. The principal and teachers meet again towards the end of the term to review student progress towards their reading goals.



The school is engaging staff members in a range of Professional Development (PD) activities to enhance their practice in the teaching of reading. Strategies implemented include regular opportunities for in-school professional learning, mentoring by the Prep to Year 2 intervention coordinator, watching other teachers work through the collegial coaching triad, and beginning teacher mentoring.

The school has developed an intervention program to enhance students' reading development in the early years. The Read It Again! program has been implemented in response to a detailed analysis of Early Start data that identified significant deficits in oral language amongst early years students. Teacher aides support the implementation of school-based programs and are allocated to classrooms to support the implementation of the broader range of curriculum offerings.

Targets are established for improvements in student reading outcomes. These predominantly relate to improvements in National Assessment Program – Literacy and Numeracy (NAPLAN) with the school seeking to improve its performance in the Upper Two Bands (U2B). PM Benchmark levels and PROBE set levels are established for each year level.

General targets relating to LOA in English are established. Teachers report they regularly refer to these school-wide targets each term to measure the success of the reading programs they are implementing in their classrooms. The development of a range of interim targets for reading and regularly monitoring progress towards specific improvements sought in student performance are yet to occur.

Staff members are dedicated to improving literacy outcomes for all students. They articulate a genuine belief that all students can learn and be successful. Parents express the view that the professionalism and dedication of staff members are strongly valued within the community.

Improvement strategies

Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all staff members and ensure these are effectively communicated to, and understood by all.

Regularly monitor the implementation of the improvement agenda and progress towards established targets that detail specific improvements sought in student performance.



3.2 Analysis and discussion of data

Findings

The principal views reliable and timely student data as essential to the school's improvement agenda, and important to improving student learning outcomes. The principal is committed to improving data literacy through a joint construction of a Model for Continuous and Intentional Improvement.

An assessment schedule is established that details the diagnostic assessments and when they are to be completed, and the details to be recorded on OneSchool. Whole-school improvement priorities in reading targets are established and recorded on the data wall. Targets are aligned to regional expectations.

A SLP has completed oral language assessments for Prep students to inform planning and provide data for teaching teams that inform the measures required to target the teaching of students in the early year levels.

Teaching staff members collect class data and enter it on OneSchool as the single collection point. Data conversations occur between the principal and classroom teachers each term as part of a data cycle. Diagnostic data, PM Benchmarks and PROBE are reported on in a scheduled curriculum case management conversation that outlines support and focused strategies.

Student A – E achievement data is analysed and triangulated against NAPLAN and internal diagnostic assessments to ensure a consistency of teacher judgement. The leadership team and teachers triangulate a range of student data in English. This process is not yet utilised across the range of key curriculum areas.

Teachers and the leadership team track PM Benchmarks and PROBE through a whole-school data wall. Some students are able to articulate what their current reading level is and what their goal is. Some teachers are developing individual student goals and these are represented in a range of formats.

A shared and common understanding of how data is collected and how it can inform student progress in the implementation of the school's EIA is apparent amongst teachers. Staff members are able to articulate whole-school reading goals. A formalised structure including the leadership team, cohort teams and support staff members to collaboratively interpret and analyse data regarding student progress against targets, is yet to be developed.

The principal routinely monitors attendance and behaviour data and takes appropriate action as required. Attendance data is published in the newsletter once per term. The school has an attendance rate of 94.9 per cent. Exemptions are frequent, as a number of students return to their country of origin for an extended period.

2016 NAPLAN Mean Scale Score (MSS) compared to Similar Queensland State Schools (SQSS) identifies achievement in all strands in Year 3 and Year 5 as similar to SQSS.



Year 3 U2B achievement in 2016 NAPLAN is above SQSS in spelling and numeracy, similar to SQSS in reading and grammar and punctuation, and below SQSS in writing. U2B achievement in Year 5 is similar to SQSS across all strands, with the exception of grammar and punctuation which is above SQSS.

NAPLAN performance in 2016 indicates that the percentage of Year 3 and Year 5 students achieving at or above the National Minimum Standard (NMS) is above Queensland State Schools (QSS) and the nation across all strands.

NAPLAN relative gain 2014-2016 for Year 3 to Year 5 is above SQSS in writing and numeracy, similar to SQSS in spelling and grammar and punctuation, and below SQSS in reading.

The 2016 NAPLAN participation rates for Year 3 range from 95.0 per cent to 97.5 per cent and for Year 5 range from 93.8 per cent to 96.9 per cent.

Improvement strategies

Provide further time for the school leadership team and cohorts to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Continue to investigate the relationship between A-E LOA, systemic and other school-wide assessment data to ensure alignment of outcomes against agreed standards.



3.3 A culture that promotes learning

Findings

Staff members demonstrate a clear understanding of the importance of positive and caring relationships with students. Mutually respectful teacher-student interactions are apparent in the school. Staff members, students and parents articulate the strong sense of community and pride they have in their school.

Teachers provide professional and personal support for each other through informal interactions and collegial coaching triads. Some teachers report that they seek advice by referring to their colleagues with particular expertise or refer to members of the administration. Strong informal partnerships exist between teachers and teacher aides based on a mutual commitment to improve student learning.

The 2016 School Opinion Survey (SOS) indicates that 100.0 per cent of parents and staff members agree with the statements that 'This is a good school' and 'I would recommend this school to others'. 97.5 per cent of students agree with the statement 'This is a good school' and 95.0 per cent of students agree that 'I would recommend my school to others'. These results exceed the Like Schools Group and State Primary Schools' agreement rates.

The school's Responsible Behaviour Plan for Students (RBPS) outlines an approach to manage student behaviour. Students demonstrate appropriate and respectful behaviour. Common strategies and rules are developed to promote positive behaviour. Green slips are acknowledgements of positive behaviour. School Disciplinary Absences (SDAs) are significantly below the state average.

Student leadership is offered with 10 leadership positions - four school leaders and six house captains. Opportunities to participate in the *Bridge Builders* program is open to students in Year 5 and Year 6. Students undertake a two day training schedule before they can actively support other students in the playground, classrooms and public areas.

The physical environment of the school is attractive with well-maintained buildings, grounds and a swimming pool.

Parents demonstrate a strong commitment to and speak highly of the school. They report they appreciate the friendly small school atmosphere and find staff members approachable. Parents comment highly regarding staff members' commitment to student learning and wellbeing. Parents articulate that they are comfortable approaching teachers, the principal or other members of the administration team to discuss any matters that arise with their child. Parents comment on the high levels of trust they have in the principal and staff members. A number of parents are welcomed into classrooms as volunteers.

Communication with parents occurs through fortnightly newsletters, the school website, school signage, Facebook, Twitter and through parent class representatives. Many parents attend P&C meetings and are involved in informal classroom events and activities.

Attendance data has declined slightly from 95.5 per cent in 2016 with the current attendance rate in Semester 1, 2017 of 94.9 per cent.



Interactions between staff members and students are positive and students indicate that their teachers help them to learn. Students report that this is a friendly school and appreciate the opportunities provided to them to participate in representative sports, swimming and the Bridge Builders program. Some senior students participate in regular robotic and movie making programs. A sense of urgency to expand their thinking skills is not yet articulated by students. Programs that challenge students and provide opportunities of creating exploration and independent learning are not yet identified by students.

Improvement strategies

Continue to maintain the ethos built regarding high expectations and a commitment to excellence.

Further develop a culture of inquiry and innovation throughout the school where creative exploration and independent learning are promoted and valued.



3.4 Targeted use of school resources

Findings

The school provides a range of resources to meet the learning and wellbeing needs of students. The allocation of these resources is informed by school processes including the EIA, the Investing for Success (I4S) planning and allocation processes, information from the Student Support Committee meetings, the work of the STLaN and students with disability specialist teachers.

The principal has developed a corporate governance structure that includes team members who are responsible for strategic leadership in management, leadership and teaching and learning across the school. This team includes the principal, deputy principal, guidance officer, Prep to Year 2 intervention coordinator, SLP, STLaN, students with disability specialist teacher, EAL/D and year level team leaders. These school leaders are supported in their work by the BSM. Further alignment of the focus of all specialist teachers to support the school's EIA is yet to be fully developed.

The leadership team identified the need to create an additional level of support in leading and improving student improvement and created the role of the Prep to Year 2 intervention coordinator. A staff member was appointed to this role at the commencement of 2017. This initiative, funded through the I4S allocation, enables the principal and deputy principal to apply a greater focus to the EIA.

I4S funding in 2017 is \$189 019 and is dedicated to improving learning outcomes for all students in line with school priorities. It is utilised to support the employment of an intervention coordinator on campus, to provide PD for staff members and to implement a collegial coaching model across the school. The learning intervention program, currently focused on reading, is staffed through I4s funding.

The school's budget is created through a collaborative planning process that includes the principal, BSM, other school leaders and cost centre managers. The budget overview report indicates that most cost centres relating to curriculum, teaching and learning are tracking in accordance with the budget cycle. The current balance of funds is \$107 885.

The school leadership team places a high priority on collaborative case management processes and has allocated time each term to allow teams of teachers to discuss student support. A self-efficacy group is established to provide support in the capacity building of teaching staff. These processes are highly valued by teaching staff members.

General teacher aide time is allocated to each classroom to assist teachers, and these aides are allocated to tasks at the discretion of class teachers. Prep teacher aides are deployed to support the reading intervention programs including Read It Again!.



The principal has allocated a budget to support professional learning. An important feature of this is the development of capacity amongst the new school leadership team. Coaching and mentoring supports recent graduates to develop their craft and refine their skills. Teacher aides articulate they would value the collegial coaching professional learning and value more opportunities to refine their skills in this area.

The school has recently purchased 15 laptops for senior students and quality software and apps to support teachers in providing an engaging and enriching program of learning for verified students. Teaching staff members are allocated an iPad and are beginning to utilise these in professional learning and class contexts. A computer technician is employed to ensure that hardware, software and networks are maintained to a high standard. The extent to which digital technologies are utilised in classrooms to support teaching and learning varies.

Facilities and grounds are well maintained and reflect positively on the school. Visitors to the school comment favourably on the presentation of the grounds and gardens. Ancillary staff members take particular pride in presenting the school in a positive manner.

Improvement strategies

Review the effectiveness of all human resource allocations to ensure they are targeted and maximising outcomes for all students.

Review the use of digital devices to ensure appropriate levels of teacher and student access to support genuine integration into the teaching and learning process.



3.5 An expert teaching team

Findings

The principal has a clearly articulated whole-school EIA and a significant proportion of school funds is directed to these priorities. Staff members identify the school focus areas and are committed to continuous improvement in reading.

Reading comprehension has been a school improvement focus for the past four years, with targets to specifically ensure significant increases in the percentage of students achieving in the U2B in NAPLAN.

David Rose's¹ R2L program and Sheena Cameron's² reading comprehension strategies are two core strategies utilised to drive school improvement.

Teaching staff members, including specialist and support teachers, participate in triad coaching underpinned by the collegial coaching approach. Staff members who have an expert in their coaching triad express that this type of coaching is valued.

A school initiated self-efficacy group is focused on continuing to improve consistent practice across the site. Staff members involved in this team report that its work is highly valued and needs to continue. Teacher aides are yet to be involved in this coaching process. The school indicates a commitment to provide ongoing opportunities for all staff members to be involved in formalised, regular and timetabled collegial coaching and mentoring processes within the school.

Classroom teachers, support staff members and administration staff members have completed or are in the process of completing an intensive eight days of training in the R2L program. Staff members report a strong commitment to this approach to ensure high levels of learning of students, particularly students who require support in the areas of reading or writing.

Curriculum conversations held between classroom teachers and the principal provide opportunities for accountability and a focus for class teachers to identify students who require case management for learning.

The school is implementing a well-developed beginning teachers program that features the provision of all new teachers with mentors, and provides them with regular PD. Beginning teachers report that they appreciate the support they receive from these colleagues.

A school-wide annual learning plan is developed and published. There is a balance of in-school and after school PD. APDPs are completed with staff members. Some staff members report a high level of self-directed professional learning.

¹ Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*. Equinox.

² Cameron, S. (2009). *Teaching reading comprehension strategies: A practical classroom guide*. Pearson.



Staff members are supportive of each other, with many informal support and coaching networks across the school. Some staff members are involved in networks beyond the school. The school is a part of the Eastern Alliance of schools. The principal and deputy principal attend regular meetings each term. Recent outcomes from this network include the creating of a beginning teachers program, coordinating a student leadership program and establishing a network for specialist teachers. The leadership team are active members who have led some of these outcomes. Through this network some teachers have been released to visit and observe other school's best practice in guided reading and the use of Sheena Cameron's reading strategies.

Professional learning is modelled by the leadership team. The principal is involved in a Queensland Educational Leadership Institute (QELI) program and the deputy principal is developing capacity in the R2L program with other new staff members. The newly appointed Prep to Year 2 intervention coordinator is providing some instructional leadership for early years teachers. The principal recognises a need to provide further opportunities for members of the leadership team and teacher leaders to develop their capacity as instructional leaders in the school.

Classroom staff members monitor PD plans each term in consultation with the principal.

School leaders are often in classrooms and the use of targeted walkthroughs to monitor the implementation of strategic initiatives is emerging.

Improvement strategies

Continue to provide opportunities for all staff members to be involved in formalised, regular and timetabled collegial coaching and mentoring processes within the school.

Provide further opportunities for members of the school leadership team and teacher leaders to develop their capacity as instructional leaders in the school.



3.6 Systematic curriculum delivery

Findings

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

The school has developed a curriculum committee led by the principal and deputy principal and includes the Prep to Year 2 intervention coordinator. This group provides strategic leadership of curriculum and facilitates planning and implementation of curriculum across the school.

Teachers are provided with curriculum planning time each term whereby they meet with the principal and are supported in the planning process by the deputy principal and Prep to Year 2 intervention coordinator.

The planning process allows some consolidated time for teachers to plan curriculum units in English. The school indicates a need to plan across a range of curriculum areas collaboratively to further develop deep understanding of the AC.

Some teachers plan common assessment tasks, assessment rubrics and lesson sequences using Curriculum into the Classroom (C2C) resources as a guide for their planning. As part of this focus some teachers refer to content descriptors and achievement standards from the AC and are developing learning intentions and success criteria to utilise in lessons.

Informal planning occurs amongst staff members for curriculum areas. These informal processes provide some opportunities to ensure the horizontal alignment of the curriculum. Processes to ensure the intended curriculum is enacted to achieve horizontal and vertical alignment within year levels and across the years of schooling are yet to be developed.

It is apparent that end of unit moderation and review processes are beginning to be established across the school to celebrate successes, identify areas for improvement, ensure the enacted curriculum meets AC expectations, and record changes for future unit implementation.

In science, teachers report they predominantly utilise the C2C units and assessment tasks to guide their curriculum planning and implementation. Learning experiences in Humanities and Social Sciences (HASS) are delivered across the school by class teachers who report they utilise C2C curriculum units. Specialist teachers are employed to deliver the visual art, music and Health and Physical Education (HPE) programs.

The school has developed and is using an edStudio site as a common storage location for English curriculum units and other curriculum resources for all year levels. The school indicates this site will be utilised as the repository for units of work across all learning areas.

The school has recently developed its whole-school curriculum plan that describes expectations for teaching and learning at the school.



Teachers engage in formal moderation processes each term. In this process teachers moderate on-balance judgements of students' LOA in writing, mathematics and science. Teachers report that informal processes are currently utilised in some year levels to moderate student work in other learning areas and they would value further opportunities to moderate across educational sites. The principal reports that cluster moderation processes are being developed.

The school has a supported Performing Arts program. This includes visual arts, instrumental music, strings program and the choral groups, Cantores and Los Niños. This program is led by the music teacher. Students are provided with a number of opportunities to perform, including the biannual Big Music celebration. A sporting focus is based around the school pool and swim club, and participation in the 'Budgie Cup' interschool sporting program that includes Buranda State School, Dutton Park State School and East Brisbane State School.

Improvement strategies

Implement a planning cycle for staff members to collaboratively plan in cohorts, enables a consistency of curriculum planning and develops a deep understanding of the AC.

Quality assure the school's enacted curriculum to ensure horizontal and vertical alignment of the curriculum within year levels and across the years of schooling.

Further develop formal moderation processes within and beyond the school to build consistency and confidence in teacher judgement across all year levels for all learning areas.



3.7 Differentiated teaching and learning

Findings

Staff members are committed to the success of all learners. Teaching practices reflect the belief that students are at different stages of learning and progress at different rates. This is supported by students commenting on the fact that teachers help them in their learning.

School leaders explicitly encourage classroom teachers to identify and address the learning needs of the full range of students. The school has established data conversations to assist teachers with varying levels of experience to analyse their class data routinely and make timely adjustments to classroom activities.

Teaching staff members work to ensure that most students are engaged by designing class activities that meet their learning needs. C2C units are utilised to guide planning and adapted to suit the year levels and abilities in the class.

The school demonstrates an understanding of the importance of differentiation. Within the priority area of reading, the R2L program involves a differentiated approach, allowing success at all levels.

The level to which teachers document teaching adjustments in planning varies. A consistent whole-school approach to the documentation and implementation of individual student differentiation is yet to be established.

Teachers consult with parents, colleagues, specialist teachers and with students to ensure reasonable adjustments are made to meet the needs of students with disability, including through the development of some individual learning plans.

The school has developed and implemented Individual Curriculum Plans (ICP) for some students requiring support. School data indicates that there are other students that require an ICP. A consistent whole-school approach that includes collaboration between stakeholders is yet to be developed.

The school utilises human resources including the STLaN, Prep to Year 2 learning intervention coordinator, teacher aides, and parent helpers to maintain differentiated classroom groups for instruction in the areas of reading. The STLaN utilises a withdrawal method of support for students.

The school intent is to offer a range of learning opportunities and provide the necessary support for all students to succeed. Some students report a lack of programs to extend and challenge them. A comprehensive approach to cater for students operating in the upper bands of learning is yet to be designed and implemented.



Improvement strategies

Ensure that differentiation is an ongoing school priority and is a feature of every teacher's practice.

Further support classroom teachers in planning differentiated learning experiences for high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.



3.8 Effective pedagogical practices

Findings

The school's pedagogical framework is underpinned by the work of Elmore³, Hattie⁴, Rose, Sharratt⁵, Fisher and Frey⁶. There is a move to focus more on student learning and teaching pedagogy. The pedagogical framework is a clear one-page graphic, created by the principal, and some teachers are able to describe a clear understanding of this framework.

Explicit Instruction (EI), embedded within the R2L program, is a signature strategy of the school. Modelling by leaders in class and as vignettes on the school's edStudio, is available to support staff member professional learning.

Staff members identify learning intentions and success criteria when describing elements of pedagogy in classrooms. Examples of best practice pedagogy in reading are occurring in classrooms. The use of regular goal setting and providing feedback is beginning in some classrooms. Teacher understanding and application of all elements of the school's pedagogical framework is emerging.

Middle and upper school students are able to identify their reading goals, and describe what they need to do to be successful to achieve these. The use of higher order thinking strategies is identified as a 2017 goal and is an emerging practice.

The Prep to Year 2 intervention coordinator is providing some informal opportunities for modelling of key reading pedagogy in the lower school. There have been opportunities for some teaching staff members to observe reading practice in other schools to inform their pedagogy.

Vignettes of productive pedagogy in reading are being created and uploaded to the school curriculum edStudio to assist with consistency of practice across the school. The teaching team participates in a triad collegial coaching system each term and teachers speak positively regarding this process. Further formalised observation and feedback to staff members from a range of instructional leaders to continue building consistency of practice are yet to be fully implemented.

Data is collected by teachers to allow for a frequent and comprehensive approach to support students with their learning, especially in reading. Members of the teaching team are involved in five-week case management cycles. Teachers select individual students each cycle to focus their attention. The principal supports staff members to improve pedagogical practice through this process.

³ Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education*.

⁴ Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

⁵ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Corwin Press.

⁶ Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. ASCD



Improvement strategies

Ensure the school's pedagogical framework reflects agreed pedagogical strategies, is considered in curriculum planning processes and is consistently implemented in all classrooms so that student improvement continues.

Further develop an observation and feedback culture at the school that involves all staff members and school leaders.



3.9 School-community partnerships

Findings

The leadership team has established strong connections with the P&C, families of the school and the local community. The principal and deputy principal are highly visible with a strategic view to utilise this strategy to build community partnerships.

The school has a diverse range of partnerships that are deliberately nurtured to ensure the school remains the centre of the community. The school is the hub for community events, the venue for volunteers and the focus for community ambitions. Partnerships and activities include the Independent Grocers of Australia (IGA) fundraising partnership, 125 Club for former students of Greenslopes and Indigenous recognition with Inala Elders.

Parents and families are recognised as integral members of the school community and partners in their child's education. Parents express support for the school's approaches to teaching and learning including an open door policy to communicate with teachers.

Parent community representatives, acting on behalf of cohorts and communicating with parents directly and via email, serve to strengthen the communication and bond between school, staff members and parents. Staff members, students and community members identify the strong sense of community that bonds the school.

Communication with parents and caregivers occurs through a range of electronic mechanisms including email, a fortnightly newsletter, school website, Twitter account and Facebook page.

The P&C supports school initiatives through the provision of additional funding for resources. Significant funds are raised through the Outside School Care Association (OSCA). These funds are released to purchase and build digital technologies resources and to further enhance school facilities.

The transition into the Prep year is served by connections with early years providers. Some teachers have previously communicated with parents and early years providers for successful transitions. A formalised transition program to attract or ensure successful transition is not yet established.

Transitions to Cavendish Road State High School, Holland Park State High School, Mount Gravatt State High School, Coorparoo Secondary College, Brisbane State High School and a number of independent high schools are achieved through a series of open days and orientation programs.

The school is an active and supportive member of a local cluster of schools, the Eastern Alliance, and the principal and deputy principal undertake leadership roles within this.



The principal has committed to building the capacity of staff members, especially those seeking leadership opportunities. A significant group of staff members are involved in a self-efficacy group that allows creation and ownership of school-based initiatives. Staff members visit other schools for targeted professional learning and the school leadership team recognises the need to further develop networks with schools that are on similar education journeys.

Students are valued as partners in the school and staff members and parents report a significant decrease of minor behaviour issues within the playground due to a *Bridge Builders* program, allowing trained student leaders to de-escalate minor playground issues.

Improvement strategies

Explore the further development of partnerships with early childhood providers and local secondary schools to promote seamless transitions for learning.

Further develop networks with schools that are on similar education journeys and with organisations that will bring benefit to the learning of students and the professional practice of staff members.