

# Slade Point State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Slade Point State School** from **17 to 19 September 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

Lesley Vogan	Internal reviewer, SIU (review chair)
John Webster	Peer reviewer
David Hinton	External reviewer



## 1.2 School context

<b>Location:</b>	Slade Point Road, Slade Point
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1939 - formerly Amhurst State School
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	201
<b>Indigenous enrolment percentage:</b>	44 per cent
<b>Students with disability enrolment percentage:</b>	12 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	848
<b>Year principal appointed:</b>	2013
<b>Full-time equivalent staff:</b>	14
<b>Significant partner schools:</b>	Andergrove State School, Pioneer State High School
<b>Significant community partnerships:</b>	Slade Point Medical Centre, Cummins Mackay, Woollam Constructions, Great Barrier Reef Marine Park Authority (GBRMPA)
<b>Significant school programs:</b>	Pre-Prep transition, oral language, holistic approach to learning, Pioneer State High School reading intervention and coding program, speech intervention incorporating Early Literacy Foundations (ELF) and small group, cultural day program, Positive Behaviour for Learning (PBL) program, library and peace patrol members, Herlihy bursary



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Diverse Learners Coordinator (DLC), Business Manager (BM), 10 teachers, six teacher aides, guidance officer, Speech Language Pathologist (SLP), school nurse, schools officer, chaplain, Parents and Citizens' Association (P&C) president, administration officer, tuckshop convenor, playgroup coordinator, 35 students and 17 parents.

Community and business groups:

- Slade Point Medical Centre, community police officer, My School Child Care & Kindergarten Centre, Crèche and Kindergarten (C&K) Slade Point Community Kindergarten - on school site.

Partner schools and other educational providers:

- Principal Andergrove State School and teacher aides from Pioneer State High School.

Government and departmental representatives:

- State Member for Mackay and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2016-2019
Headline Indicators (Term 1, 2018)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan	School differentiation surfboards
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan	School Data Profile (Semester 1, 2018)
School based curriculum, assessment and reporting framework	Report Card and NAPLAN Update Semester 1 2018



## 2. Executive summary

### 2.1 Key findings

**Staff are committed to meeting the learning and wellbeing needs of students within their classrooms and students speak highly of the care provided to them.**

The principal has established a vision for the school that includes valuing each student and providing a comprehensive and inclusive program that strives to maximise student potential. School values of *'Care for Self, Care for Others, Care for School, Care for Learning'* are apparent in the family-oriented school culture.

**All staff members are focused on and committed to supporting the learning and wellbeing needs of students.**

School staff members strive to adjust their teaching in response to the different stages of learning their students are at and build strong positive relationships that will encourage students to engage with their learning.

**Parents, students and staff members articulate that the school has a 'strong family feel'.**

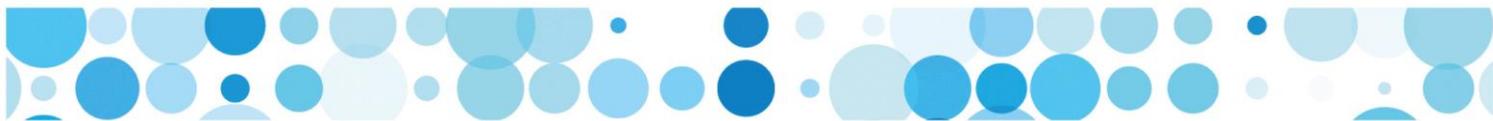
The school has a warm and friendly atmosphere in which it is apparent that all staff members care for the academic and social welfare of students. This is visible in the parent participation during celebratory assemblies. Parents are invited to present their child with a badge in recognition of positive engagement in their schooling. Staff, students and community members of the school articulate that the school is connected to the community through positive and caring relationships. There is acknowledgement from the community and the State Member that Indigenous perspectives and the Aboriginal, Torres Strait Islander and South Sea Islander community is extremely important in the life of the school.

**The school is on an improvement pathway that is informed by student needs.**

Some staff members cite a large number of competing agendas, including student behaviour, wellbeing needs, communication of expectations for classroom practice and focus, as inhibiting the collective understanding and commitment to the strategic direction of the school.

**Collaborative planning processes have commenced and teachers value the time to plan collaboratively.**

Many teachers appreciate the consistency and clarity provided by the school planning document. Teachers are released to work one-on-one with the Head of Curriculum (HOC) and on occasion with other teachers. Planning days are focused on English, mathematics and Humanities and Social Sciences (HASS). School processes to quality assure the planned and intended curriculum is enacted within all classrooms are yet to be fully developed.



**Teaching staff members identify a range of strategies employed to differentiate for the learning needs of the students within their classrooms.**

There is an expectation that a classroom differentiation planner is completed by teachers during the curriculum planning process. The principal meets with teaching staff to discuss classroom data and identified students and their learning needs. The principal articulates the regional '999' project is providing a clear focus to strengthen the conversations with teachers regarding the utilisation of data to inform next step learning.

**Opportunities for peer observation, modelling, coaching and feedback exist for teachers.**

Teaching staff members operate predominantly within single year cohorts with some opportunity for cross-year sharing of expertise and planning of curriculum delivery with the HOC. A number of teachers undertaking the opportunity to participate in modelling, observation and coaching acknowledge the professional benefits derived. Opportunities to learn from each other's practice are not yet fully established.

**The school places a high priority on managing student behaviour and supporting student wellbeing.**

The school has a Positive Behaviour for Learning (PBL) program that includes positive incentives for appropriate behaviour. Many students aspire to earning the behaviour badges awarded each term as an acknowledgement of ongoing positive interactions and engagement in their learning. Some students, staff members and parents articulate that the responses to appropriate and inappropriate behaviour are yet to be consistent and to result in long-term behavioural change. Staff members indicate that behaviour management is an area for review.

**Members of the community, parents, staff and students display enormous pride in the school.**

Parents indicate they are happy with the education their child receives at the school and that the school regularly includes an Indigenous perspective. The annual cultural day is highly regarded by members of the community and provides an opportunity to celebrate the cultures within the school with a particular focus on Aboriginal, Torres Strait Islander and South Sea Islander cultures.

**The school presents as an attractive learning environment and offers learning areas inside and outside the classroom.**

School facilities are well utilised to maximise student learning. The school has spacious well-maintained grounds, including covered play equipment areas, together with a well-resourced library and hall. Students and parents speak highly of the 'Forest Project' in the school playground, and the Reef Guardian partnership.



## 2.2 Key improvement strategies

Collaboratively narrow and sharpen the strategies and actions aligned to the Explicit Improvement Agenda (EIA) to provide a consistent approach to addressing the identified learning and wellbeing needs of students.

Develop school processes including collaborative planning and moderation to quality assure the planned and intended curriculum is enacted within all classrooms.

Strengthen processes for in-depth staff discussions of systemic and school-based achievement data and of strategies for continuous improvement of student outcomes.

Implement a plan to provide opportunities for teachers to collaborate, share and observe peer classrooms to align curriculum planning and pedagogical practice.

Review and explore the whole-school approach to the effective and consistent management of student behaviour and wellbeing through embedding agreed processes and programs across the school.