

# Slade Point State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Slade Point State School** from **8 to 11 August 2022**.

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

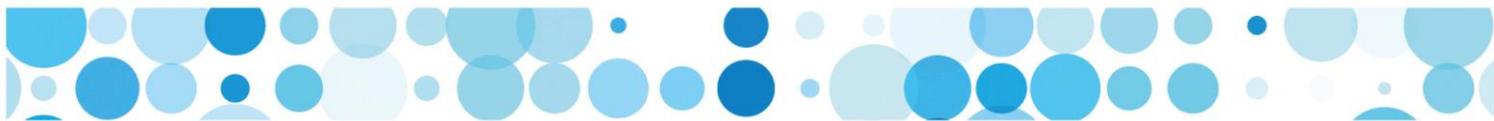
### 1.1 Review team

Noel Baggs	Internal reviewer, SRR (review chair)
Scott Johnstone	Peer reviewer
John Collins	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Yuwibara People (YUWI country)
<b>Location:</b>	Slade Point Road, Slade Point
<b>Education region:</b>	Central Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	194 students
<b>Indigenous enrolment percentage:</b>	41 per cent
<b>Students with disability percentage:</b>	33 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	854
<b>Year principal appointed:</b>	2020



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), Business Manager (BM), Student Engagement Teacher (SET), diverse learners coordinator, guidance officer, chaplain, administration officer, Parents and Citizens' Association (P&C) president, Community Education Counsellor (CEC), 11 teachers, 37 students, 34 parents, eight teacher aides and two auxiliary staff.

Community and business groups:

- Cummins warehouse supervisor, Aboriginal and Torres Strait Island Community Health Service mental health support worker, Reef Catchments project officer, Red Cat Adventures skipper and three volunteer religion teachers.

Partner schools and other educational providers:

- Andergrove State School principal and MySchool Kindergarten director.

Government and departmental representatives:

- Mackay Regional Council nursery coordinator and ARD.



## 2. Executive summary

### 2.1 Key findings

#### **A culture of collegiality and mutual trust exists amongst staff.**

Staff express a deep connection to the school and to all students. There is strong mutual trust and support amongst staff members and school leaders. Staff members describe providing each other with professional support, sharing resources and ideas to assist teaching and learning. Positive relationships are apparent between members of staff, students, parents, and community members. The tone of the school reflects a deep belief that every student is capable of successful learning.

#### **A student-centred approach is apparent across the school.**

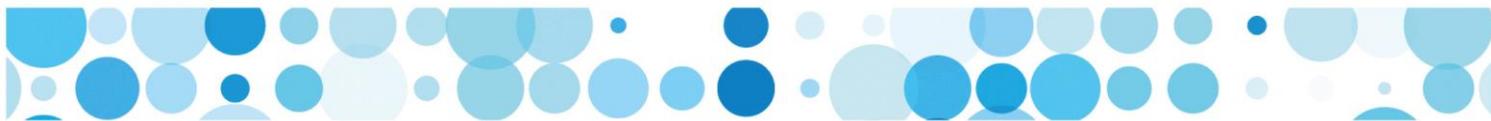
Staff members articulate an understanding that relationships are key to supporting student improvement. Some parents and staff members describe the school as ‘welcoming and has a real sense of belonging’. Interactions with students are positive, caring and respectful. School improvement priorities are enacted enthusiastically to ensure students are provided the best opportunities to improve and succeed. Student support processes and partnerships are developed to remove potential barriers to student learning. Staff members articulate that they are committed to the school, identifying this is a place where they can ‘make a difference’.

#### **The school has a comprehensive, coherent and explicit sequenced curriculum plan.**

A whole-school provision of curriculum documentation outlines the learning areas taught within each term and semester. School leaders indicate an intention to strengthen staff understanding of planning and implementing the Australian Curriculum (AC). School leaders and teachers express a desire to move away from the utilisation of Curriculum into the Classroom (C2C) units towards the development of more localised units aligned to the AC through school-based contexts. Teachers speak enthusiastically of the value of curriculum planning time as it provides opportunities to interrogate and refine the learning expectations within each unit.

#### **Refine moderation processes to build consistency in teacher judgement across the AC.**

Moderation is cyclical and supports alignment between curriculum, teaching, assessment and reporting. The leadership team articulates that the school is strengthening processes for internal moderation in science and extending this to other learning areas. Teachers indicate a need to continually develop their understanding of the AC achievement standards and their skills in making consistent judgements of student work. The Head of Department – Curriculum (HOD-C) and teachers express appreciation for the opportunity to further develop their capability to moderate effectively.



**A culture that embraces diversity and focuses on success for every student is apparent.**

Staff are committed to an inclusive education approach with all students learning alongside their same-aged peers, supported by reasonable adjustments and learning tailored to meet individual needs. Teachers support the belief that all students are capable of learning when well supported. School leaders and teachers acknowledge the ongoing need to strengthen inclusive practices, including the needs of high-achieving students. Leaders and teachers articulate a desire to formulate and document a shared understanding of differentiation practices to support all students.

**Staff indicate a willingness to engage in professional learning opportunities.**

School leaders acknowledge the need to ensure all staff members are supported in their capability development, and are provided with meaningful and timely feedback. Teaching staff articulate they would value further systematic and individualised feedback on the extent to which they are engaging with and achieving the school's teaching and learning priorities. School leaders articulate the next steps are to collaboratively develop and embed an agreed collegial engagement framework to support the capability development of all staff members.

**School leaders place a high priority on utilising available digital resources to engage all learners.**

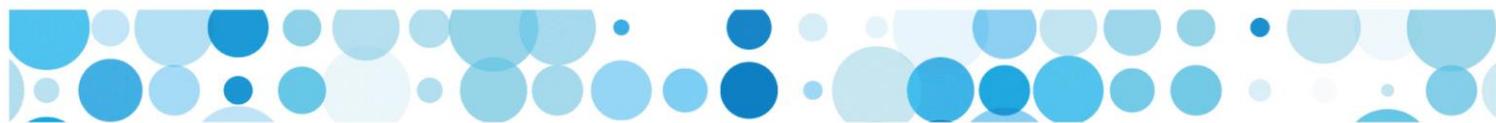
The leadership team seeks to review the scope and allocation of Information and Communication Technology (ICT) across the school to cater for current and future digital learning opportunities for all students. Further development of ICT skills, particularly the development of school-wide digital pedagogies, is identified as an emerging priority. Some staff indicate they would appreciate greater support to introduce further technologies into their day-to-day teaching, and to build their capability in this area.

**Indigenous perspectives, that are locally relevant and engaging, are aligned to the AC.**

The school has a rich Indigenous cultural heritage. In recent years the school has undertaken a comprehensive curriculum reform process to move away from reliance on the C2C science resources to develop more locally relevant and engaging units of work embedding Aboriginal and Torres Strait Islander perspectives. Staff members articulate that the process has led to teachers taking greater ownership of the curriculum and students being further engaged in learning activities more closely aligned to their lives, experiences, and community.

**Parents, students and community stakeholders describe the school as the centre of the community.**

The small school is located along Mackay's eastern peninsula, bordering with Lamberts Beach. The whole school community speaks positively of the school and demonstrates a firm commitment to its continued success and positive impact on the greater community. Staff outline that fostering a positive sense of community is essential to the ethos of the school. The leadership team identifies parents as key partners in learning, and work to build ongoing relationships. Staff describe how established partnerships add value to learning



experiences and student outcomes, and support the development of an interconnected community. Parents express appreciation for the small school feel and the care provided to their child.



## 2.2 Key improvement strategies

Further develop all staff knowledge, understanding and application of the full breadth of the AC to build capability in developing locally relevant and challenging learning experiences, assessments and marking guides.

Extend four-phase moderation processes within the school and with other schools to build consistency and confidence in teacher judgement across the AC.

Deepen teacher capability, knowledge and application of a range of differentiation strategies that support their judgement when providing opportunities to differentiate for the full range of students, including highly capable students.

Collaboratively develop formal observation, feedback and modelling processes to enhance collegial engagement protocols and teaching practices across the school.

Further invest in building the capability of teaching staff to effectively use digital devices and technologies.