Thanks John.
I have enjoyed reading your Self-Determined Review and congratulate you and your staff on the amazing work and commitment. This feedback and confirmation is vindication of the high quality leadership that you and your team deploy across the school.
Please pass on my hearty congratulations to all concerned.
Regards

Jim Watterston
Director-General
Department of Education and Training
Queensland Government
Key Findings
There is very strong community support for the school and its programs and strong partnerships exist with the broader community.

All involved with the school comment upon the caring environment that envelops the school and all express great pride in the school, its efforts and achievements. The school has actively sought diverse ways to enhance student learning and wellbeing by developing meaningful partnerships with parents and families, and the broader community. Staff and students display a positive approach to all facets of the school. Staff acknowledge the supportive community and the focus on effort and achievement from the students.
The school has a broad improvement agenda.

The school has promulgated a broadly based improvement agenda to guide direction and focus. Specific improvement targets for the key elements of the improvement agenda are difficult to identify within the documentation and there was some variation in the identification and understanding of the key issues for the school in 2015.
There is a strong moral imperative to do the best for children.

Caring relationships are a feature of the school. Within the school environment the school cultivates a supportive and inclusive environment. A range of learning opportunities exist for all students and the staff display a strong commitment to the students in their care.
The school has used opportunities and resources to create innovative programs and learning environments including establishing a formalised coaching provision for staff.

The Great Results Guarantee funds have been utilised to provide direct support to the literacy and numeracy program within the school and to provide a range of resources to improve classroom practices and student learning outcomes. The school coaching program uses the formalised and nationally acknowledged GROWTH model.
The school has introduced the innovative Bilingual program and has future plans to further develop the program as a point of distinction within the independent public schools framework.

The Bilingual program currently operates across Year 1 (3 Classes) and Year 2 (3 Classes). In these class groups 50% of the curriculum is taught wholly in Japanese by native speaking teachers. The school reports initial success with this initiative and the program has generated considerable interest within and beyond the immediate school community.
Key improvement strategies

- Develop an agreed narrow and sharp explicit improvement agenda reflective of systemic and school-based data analysis.

- Align the narrow and sharp improvement agenda to identified high yield programs and strategies to drive improvement in student achievement levels through focused curriculum leadership.

- Continue to develop a strategic model of data analysis and use so that evidence-based decisions frame all operations of the school improvement agenda and inform the teaching and learning processes.
Key improvement strategies

• Revisit the existing school wide agreed pedagogical framework to embed the framework into the school to inform practices in every classroom.

• Continue to develop a research based observation and feedback model for staff and students to build staff capacity and enhance the teaching and learning process.

• Implement documented review processes to monitor the effectiveness of key partnerships to ensure they maintain relevance and effectiveness in meeting school and student needs.
Findings and Improvement strategies against the domains
An explicit improvement agenda

**Improvement strategies**

• Develop an agreed narrow and sharp explicit improvement agenda reflective of systemic and school-based data analysis.

• Align the narrow and sharp improvement agenda to identified high yield programs and strategies to drive improvement in student achievement levels.

• Continue school wide approaches to the improvement of professional practices through the established coaching processes and ongoing developmental opportunities.
Analysis and discussion of data

Improvement strategies

• Develop a strategic model of data analysis and its use so that evidence-based decisions frame all operations of the school improvement agenda and inform the teaching and learning processes.

• Further develop staff capacity in the use of data to inform teacher planning and classroom practices to address the learning needs of individual students.
A culture that promotes learning

Improvement strategies

• Continue to build a culture of high expectations for student learning, behaviour, and attendance.

• Develop and refine the explicit link between the school’s motto, the school’s values statement, school artefacts and symbols, and the explicit expectations that the school and its community have agreed.
Targeted use of school resources

Improvement strategies

• Review and implement a transparent whole-school budget process based on systemic and school data to align the narrowed improvement agenda and the strategic allocation of human and financial resources to meet the learning needs of all students.
An expert teaching team

Improvement strategies

• Develop and implement a whole-school research-based observation and feedback process involving all school leaders to build the capacity of all teaching staff in line with the pedagogical framework and the explicit improvement agenda.

• Continue the explicit coaching program and support the school staff to share ways of working across the school.

• Ensure all staff have a professional learning plan aligned to the defined school improvement agenda.
Systematic curriculum delivery

Improvement strategies

• Develop an overarching curriculum plan that ensures all elements of the school’s curriculum including vertical alignment are identified and endorsed.

• Incorporate and embed data discussions into the planning processes so that it overtly informs the teaching/learning cycle in all classrooms.
Differentiated teaching and learning

Improvement strategies

• Further develop teacher data literacy skills to confidently analyse class data to plan for the differentiated learning needs of all students.

• Develop policy and procedures to ensure consistency of practices across the whole school so that all students’ individual needs are catered for.

• Continue to differentiate learning opportunities for all students and strengthen processes to ensure students identified as requiring extension are catered for.
Effective pedagogical practices

Improvement strategies

• Collaboratively revisit the existing whole school pedagogical framework and the implementation plan.

• Consolidate teacher’s knowledge of the framework and re-establish the links between quality teaching and the desired improvement in student learning at the classroom level.
School and community partnerships

Improvement strategies

• Implement documented review processes to monitor the effectiveness of key partnerships to ensure they maintain relevance and effectiveness in meeting school and student needs.

• Develop and periodically review strategies to recognise and celebrate strategic relationships with partner organisations.

• Continue to develop partnerships with local kindergarten and day care providers that are mutually beneficial to transition arrangements and school expectations.