Wellers Hill State School

School Review Report

School and Region Reviews

Queensland Government

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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Contents

1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Wellers Hill State School** from **26** to **28 July 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

Cameron Wayman	Internal reviewer, SRR (review chair)
Scott Curtis	Internal reviewer
Julie Pozzoli	Internal reviewer
Paul Herschell	External reviewer

1.2 School context

Indigenous land name:	Turrbul and Yuggera
Location:	Toohey Road, Tarragindi
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	831
Indigenous enrolment percentage:	0.7 per cent
Students with disability percentage:	13.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1128
Year principal appointed:	2019 acting – permanent 2021

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Department – Curriculum (HOD-C), Business Manager (BM), Head of Special Education Services (HOSES), guidance officer, inclusive learning teacher, differentiation teacher, languages teacher, music teacher, the Arts teacher, physical education teacher, two science teachers, chaplain, two administration officers, 38 classroom teachers, 20 teacher aides, four cleaners, 36 parents and 43 students.

Community and business groups:

- Wellers Hill State School Council chair, Wellers Hill School Age Child Care Service (SACCS) director and Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Holland Park State School principal, Marshall Road State School principal and Holland Park State High School principal.

Government and departmental representatives:

- Deputy Mayor and Councillor for Holland Park, State Member for Miller, and ARD.

2. Executive summary

2.1 Key findings

The leadership team has formed, and is driving, a strong improvement agenda for the school.

Staff members articulate commitment to, and optimism regarding, the school improvement strategies. They hold a strong conviction that the work is supporting student needs and outcomes. The agenda is articulated through a number of key documents and supported by the recruitment of staff in key leadership positions. Leaders work as a cohesive unit, dedicated to enhancing student outcomes. School staff speak highly of the principal and the leadership team. Most staff express the desire to 'stay the course' with the work being undertaken, and the strategic direction articulated by the leadership team, most of whom are new to the team.

A strong and robust collaborative culture is established which is building a common belief in collective efficacy.

Each Collaborative Learning Committee (CLC) is organised by a collaboratively-developed team charter, clearly outlining how the committee will operate, the consistency of vision and the agreed ways of interacting. CLCs meet weekly to share progress, undertake professional learning, participate in moderation activities and to share experience, expertise, resources and celebrations. CLCs meet for one full day at the end of each term to collaboratively plan the next term's curriculum scope and sequence, assessments and marking guides. Teachers articulate highly valuing the time and resources provided by the school to support their professional collaboration and build their curriculum planning capabilities.

Teachers indicate that over time the school has established a range of school-specific pedagogical approaches.

Teachers and school leaders highlight that an opportunity exists to further students' engagement in higher order, critical and creative thinking learning experiences, aligned to student need and specific learning area scope and sequences. Leaders recognise that it is timely to work closely with teaching staff to identify and implement school-wide high-yield pedagogical approaches, targeted to specific teaching and learning sequences and aligned to learning area content and assessments.

The school has a comprehensive and sequenced plan for curriculum delivery that supports consistent teaching and learning expectations.

Teachers and school leaders indicate that Higher Order Thinking Skills (HOTS) embedded in the general capabilities could enhance and deepen learning opportunities for all students, and provide opportunities to extend high-achieving students. Many teachers articulate they would welcome opportunities to strengthen their skills in explicitly teaching the general capabilities and cross-curriculum priorities to ensure that units of work are locally relevant and students are engaging in challenging and interesting tasks aligned to the Australian Curriculum (AC).

Staff express a commitment to the school and their students and understand the importance of the continuous improvement of their teaching practice.

In recent times a strong and robust collaborative culture is established, building a common belief in collective efficacy across the school. The school has invested considerable time, resources and expertise in ensuring programs are aligned to the AC and supported through teacher capability development. Many staff identify that high-impact teaching strategies linked to student engagement in specific learning areas would promote HOTS and critical and creative thinking. Teachers indicate they would appreciate support in delivering consistent teaching strategies, promoting these skills to engage students in high-quality teaching and learning.

The school places a high priority on building opportunities that support inclusive practices for all students.

Teachers detail a variety of approaches and practices to differentiate for students. Some of these include student groupings, re-alignment of activities and/or assessments to meet students' needs, and teacher aides' support through focused learning episodes. Many teachers identify differentiation recording mechanisms when curriculum planning. Some teachers identify these strategies are transferred into weekly planning considerations. There is variability regarding differentiation understanding and application of a variety of strategies for the full range of learners.

Staff members clearly articulate the belief that school-wide analysis and discussion of data underpins school improvement.

Leaders and teachers place significant importance on the use of data to inform decisions, including starting points for learning, and school direction. The school is described as a data-rich environment, with strong data analysis and extensive tracking of students. Staff data literacy is developed during specific year level CLC time, and teachers have developed capability to drill down and further disaggregate the data when required.

Wellbeing for staff and students is a core strategic driver across the school.

An overarching framework for learning and wellbeing is enacted. This framework identifies three elements of wellbeing through a tiered and scaffolded support structure. Staff and students identify a wide range of opportunities to support staff and student wellbeing. Staff indicate varied school-wide approaches that demonstrate the enactment of the Learning and Wellbeing framework. Staff articulate that at the forefront of many considerations is student wellbeing.

2.2 Key improvement strategies

Collaboratively identify and implement high-yield pedagogical approaches, targeted to specific teaching and learning sequences, and aligned to learning area content and assessments.

Strengthen staff knowledge, understanding and application of the AC, including general capabilities and cross-curriculum priorities, to support students' engagement in higher order thinking, and critical and creative thinking activities.

Collaboratively develop teachers' capabilities in identifying and implementing high-impact teaching strategies linked to student engagement across the curriculum.

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

3. Snapshot of previous school review

The last review carried out at the school was conducted from **12** to **15 November 2018**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2018 review was identified as 1135 and the school enrolment was 879 with an Indigenous enrolment of 10 per cent and a student with disability enrolment of 1.5 per cent.

The key improvement strategies recommended in the review are listed below.

- Develop and implement a whole-school communication strategy that uses a broad range of contemporary channels and includes collaborative process, clear expectations for relational and timely responses to actively engage internal and external stakeholders.

- Conduct a review of the current provision of curriculum and the impact it is having on student learning, social emotional wellbeing, current choices and future pathways.

- Review the whole-school approach to curriculum provision to ensure a balance and inter-relationship between the provision of the bilingual program and a robust mainstream program of choice across all year levels, with particular attention to the recommended time allocations for AC learning areas.

- Develop and implement a student learning and wellbeing framework, informed by feedback from staff, students and parents of both the bilingual program and the English Language Learner (ELL) program and relevant research, to ensure that the social and emotional wellbeing of all students is fully supported.

- Review current resourcing practice and implement a more transparent, collaborative budgeting process that is aligned to systemic and school improvement priorities, and targeted to meet the learning and wellbeing needs of all students.

4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The school, opened in 1926 and nestled in the leafy green suburb of Tarragindi, is described by locals and visitors as an oasis in the city. With a current enrolment of 831 students, it has a unique point of difference as a Japanese bilingual school, teaching the AC via two pathways: Australian Curriculum English (ACE) and Australian Curriculum Japanese (ACJ).

The leadership team has formed, and is driving, a strong improvement agenda. The agenda is articulated through a number of key documents, with many including explicit student performance objectives. Leaders are dedicated to enhancing student outcomes, and work as a cohesive unit. Many staff members articulate commitment to, and optimism regarding, the school improvement strategies, and have a strong conviction that the work is supporting student needs and outcomes.

School staff speak highly of the principal and the leadership team. Most of the leadership team are new to the school or their leadership position since the previous review. Staff are supportive of the direction that the school has taken since the previous review and speak positively regarding the changes and strategic direction. Most staff articulate the desire to 'stay the course' in terms of the work being undertaken and the strategic direction articulated by the leadership team.

The strategic plan is a living artefact, visible throughout classrooms and the school. Many staff articulate the vision of *'everyone connected, everyone striving to succeed, and everywhere learning'*. This is supported through documented Annual Implementation Plans (AIP) for AC (ACJ/ACE), How to Teach Reading through the Australian Curriculum and Quality Teaching. These AIPs are documented using an inquiry cycle that is clearly articulated through the headings of prioritise, scan and assess, monitor or review, act, and develop, and plan. Each of these AIPs has 2022 learning targets disaggregated into year levels.

School leaders are using school-wide data to inform many of their processes and practices. Data disaggregation and interrogation is a strategic responsibility for most members of the leadership team. Leaders are able to quickly access and confidently discuss current student achievement levels and how these achievement levels have changed over time. The school analyses several student data sets, with year-level-disaggregated data utilised to guide teaching and learning sequences. Cohort levels are tracked, further supporting and informing school decision making and the allocation of human and financial resources and intervention. Some staff express a belief that many students are well behaved and predominantly engaged. Some teachers express the desire to set higher expectations for student learning outcomes within their class and across the school.

Leaders identify the significant work undertaken since the previous review. They share the desire to consolidate and provide greater precision with practices moving forward. They acknowledge this work will lead to improved teaching practice and enhanced student

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engagement and outcomes. Higher expectations for learning are recognised by some teachers as achievable given current student data sets. The promotion of high expectations regarding teaching practices, and students' achievement and improvement, is an emerging practice.

School documents articulate explicit targets for achievement with reference to baseline and comparison measures. Knowledge and understanding of targets by staff and the wider community is variable. The level of engagement by key stakeholders, linking to the inquiry cycles and setting the direction for key focus areas, is yet to be fully embedded.

Leaders identify the importance of reading mastery to support student learning. Clear, school-wide expectations for teachers to incorporate a guided reading process into their practice is developed and shared, with numerous physical and human resources to support its enactment. Many of the practices within this process are continually supported and quality assured by leaders. Staff speak positively of this process, and the student outcomes provided by the program. Some teachers express a desire for a similar model to be enacted for emerging future priorities. An evaluation of the steps taken to implement the guided reading program, including the distribution of resources and measuring the effectiveness of the program, is yet to be enacted.

Positive Behaviour for Learning (PBL) is the whole-school framework to promote positive behaviour and develop a safe and supportive learning environment. The You Can Do It! (YCDI) program supports PBL in the early years. Strong focus and attention is paid to staff and student wellbeing, which is clearly evident across the school and shared through the voice of many staff.

A clear roles and responsibilities document for the leadership team outlines areas to lead, and their strategic and line manager responsibilities. Leaders are clear regarding their roles and responsibilities, and their contribution to staff, student and school outcomes. They understand and articulate their individual contributions towards ensuring the enactment of programs. Leaders articulate that student enrolment numbers reflect a changing demographic, with increased enrolments consisting of priority groups. The focus towards the identification and ongoing monitoring of emerging priority groups is developing. The understanding of the longitudinal impact and value of priority programs is yet to be evident.

The school promotes and supports collegiality with year levels through the structured and timetabled CLCs. These weekly meetings of year levels provide opportunity for collaboration and discussion regarding curriculum delivery, in addition to reviewing and ensuring consistency of practice with whole-school processes.

Improvement strategies

Collaboratively evaluate priority initiatives and programs with a view to replicate successful strategies in the implementation of future and emerging school priorities.

Identify, measure and analyse the performance outcomes of all priority groups, including highly capable students and key priority programs, with all staff members taking responsibility for promoting and supporting gains in student achievement and improvement.

4.2 Analysis and discussion of data

Findings

The leadership team clearly articulates the belief that school-wide analysis and discussion of data underpins the Explicit Improvement Agenda (EIA). Leaders and teachers place significant importance on the use of data to inform decisions and express that using data is the starting point. The school is described as a data-rich environment with strong data analysis and extensive tracking of students.

A whole-school assessment, data and reporting schedule outlines assessment expectations, and includes purpose, planning, quality assessment, feedback, moderation and reporting processes. A data inquiry cycle provides teachers with the next step to improve student outcomes. Each year level has designated collection data points, assessment tool type, data location, responsible staff member and expectations for achievement. A school-wide expectation is for teachers to collect and analyse data each term, setting specific student-friendly goals to monitor performance and improvement. A significant component of staff conversations is the use of data. Teaching staff and the leadership team demonstrate their familiarity with data through production of artefacts, and reference to the data sources, such as OneSchool, Data Walls and school-developed data spreadsheets.

The whole-school data wall is used to monitor and track students demonstrating improvement and achievement across individual student years of schooling. Data is collected from A-E achievement, National Assessment Program – Literacy and Numeracy (NAPLAN), and Fountas and Pinnell (F&P) diagnostic assessments. English testing results in reading and comprehension are recorded. Triangulation of the data sets provides areas for intervention. The data walls are updated at the start of each year to support teacher familiarisation with students, and updated when F&P diagnostics are completed. Staff data literacy is developed during specific year level CLC time. The one-hour, weekly meeting provides the forum for in-depth data analysis and teacher capability building. Teachers speak of the value of this professional learning time to enhance their data understanding and application. Data is a consistent component of leader and teaching staff conversations.

The leadership team has developed a year-specific spreadsheet stored on SharePoint which captures a cohort of students' data. A printed copy is provided in teachers' CLC folders with information updated each term. The information, obtained from the OneSchool class dashboard, has been expanded and includes additional data on the learning areas of English, mathematics and science, in addition to attendance and behaviour data. Behaviour data is collected for each student, with the number of major or minor incidents recorded. Teaching staff view historical student results, tracking the achievement of students as they progress through year levels. Teachers determine a student English achievement target for Term 1 based on students' data, and classroom observations on student learning maturity and aptitude.

Teaching staff have developed capability to drill down and further disaggregate the data as required. The leadership team identifies that gender data is the next data set for consideration. Teaching staff indicate that the accessibility of the electronic data set provides

greater access and useability, with the leadership team discussing greater teacher engagement with the data.

Teaching staff use the data set to identify three focus students whose data is interrogated, identifying areas of improvement and teaching strategies. Most teachers articulate the development of these strategies, to address the needs of focus students, also assists other students in classrooms. Input from CLC staff members enhances the improvement strategies. Many teachers share ongoing learning through these collegial conversations as supporting their professional practice.

The school identifies that formative student data informs learning sequences, curriculum, pedagogy and progress towards summative assessment tasks. A number of teachers articulate using some formative data to inform starting points in learning, identifying gaps and reshaping lesson sequencing. These teachers are able to review the teaching and learning sequence and modify or provide additional materials to extend students. The use of formative assessment is an emerging discussion point within the CLCs. The leadership team identifies an emerging priority to support teachers building their capability regarding the use of formative assessment.

Transition statements are provided by local childcare providers prior to Prep commencement. This data is used for class placement and teacher familiarisation of incoming students' social and emotional needs. Some early years' teachers identify their capability in understanding transition statements is strengthening.

Early Start data is collected for Prep to Year 2 students. Prep teachers use this data on initial entry to identify literacy and numeracy capabilities. End of Prep Early Start assessments are completed to provide data for the following year's teacher. Term 4 diagnostic testing and achievement data for students exiting Year 1 is provided to the Year 2 teacher. Early Start data is used by many Prep to Year 2 teachers to plot student achievement on the literacy and numeracy continuum.

A recent strategy is using student data to select students for the Japanese immersion program in Year 1. At the end of Term 3, an entrance level test is developed and used to assess student capability. Further anecdotal data regarding a student's organisational skills, capacity to cope with change, and emotional and social disposition, is used for selection. A Quality Assurance (QA) process in relation to the reliability of this student selection for the Japanese immersion program is an emerging practice. Student longitudinal data of the impact of the Japanese immersion program at the time of the review is yet to be apparent.

The Queensland Engagement and Wellbeing Survey provides data on students from Years 4 to 6, with several years of information available providing trend data and areas for intervention.

Improvement strategies

Develop a consistency of practice in the school-wide approach in the use of formative assessment to inform pedagogy, curriculum and assessment.

Develop and implement a QA process on the reliability of student selection into the Japanese immersion program.

4.3 A culture that promotes learning

Findings

Staff share that they are guided by a belief and purpose that all students are capable of successful learning every day. Elements of the school vision statement resonate through teacher voice as they describe the relationships with and between students, their families and colleagues on site.

The cultural tone is expressed by many staff and parents through their describing of the importance of positive and caring relationships. This is enunciated as the 'essence' of the school and is a highly valued feature as described by staff. The tone is espoused through staff, student, parent and community voice and reflected through the range of school strategic documentation, committees and processes.

The school intentionally designs approaches and opportunities for students to *'Strive to Succeed'.* This is realised through a variety of extra-curricular, lunch club, student leadership, and transitional opportunities, in addition to the early intervention strategies enacted. Students who access lunch club express valuing the opportunities provided. Many staff articulate that the school is calm, positive and friendly. Parents share that they identify and value the commitment by staff to support students' academic, emotional and social wellbeing.

A wide range of communication strategies are enacted to engage internal and external stakeholders. Connections to share strategic, operational and financial direction and input include CLCs, school council, and Parents and Citizens' Association (P&C). Many teachers share appreciating the genuine nature in which leaders collect understanding and feedback to shape, design or review emerging or existing school practices or policies. Communication is shared with the community through a range of school, class, staff and Inclusive Learning Committee (ILC) newsletters; parent forums; termly curriculum overviews; newsflashes; and electronic means. Parents describe the high quantity of communication shared by the school, with some parents describing the multiple communication methods leading to mixed messaging at times.

Staff share their commitment to providing a safe, respectful and disciplined learning environment. They describe the expectation that students have opportunity for learning through a supportive, wellbeing-focused environment. Many teaching staff share their appreciation that the behavioural environment supports and teaches students through behavioural correction and redirection. The school's Code of Conduct is designed to facilitate high standards of behaviour for effective learning and teaching, enabling students to participate positively.

Staff indicate the adoption of the PBL philosophy during this current strategic planning cycle. Staff identify the whole-school expectations of 'Safe, Thinker, Attitude and Respectful' (STAR) drive behaviour expectations, affirmations and redirections across the school. Student, class and whole-school reward systems are a highly featured element of the PBL approach. Some students identify their excitement to attend the celebration day. Specialist teachers share their involvement with the PBL approach, identifying that they support

positive behaviours through the distribution of STAR tickets that contribute to the class reward system.

An element of the PBL process is the establishment of a PBL team, comprised of key staff, which meets fortnightly. The team reviews a variety of data, including OneSchool data, School Opinion Survey (SOS), anecdotal information, school-wide student referral processes, in addition to parent and leadership feedback. A fortnightly behaviour focus is identified and presented on assembly through student voice and replicated in classrooms. Members of the PBL team design lessons to provide their year level colleagues to undertake explicit teaching. The PBL team has actioned an inquiry cycle to design their 2022 AIP that drives a range of termly strategies and outcome measures.

The 2021 SOS indicates that 91.0 per cent of parents, 79.6 per cent per cent of students, and 78.7 per cent of staff agree with the statement that 'Student behaviour is well managed at this school'. A number of staff members identify and convey their sense of PBL consistency throughout play and external environments. They further add that consistency within general and specialist classrooms, referencing expectations, agreed responses, and language is yet to be achieved.

Staff and student wellbeing is a core strategic driver across the school with relevant teams actioning inquiry cycles to design their 2022 AIPs. An overarching framework for learning and wellbeing is enacted. This framework identifies the three elements of; developing strong systems for early intervention; building the capability of staff, students and community; and the development of early intervention systems. Each of these elements describes a range of tiered support. This support is scaffolded through prevention, focused intervention, and intensive intervention.

Staff voice, a number of artefacts, and evidence of systematic process demonstrate the enactment of the learning and wellbeing framework. This includes enacting the YCDI social-emotional learning program, Guided Learning Outcomes and Wellbeing (GLOW) team referral structures, school chaplain and guidance officer interactions and interventions, Individual Curriculum Plans (ICP), and Individual Behaviour Support Plans (IBSP). A noted feature through staff voice is the enactment of transitional arrangements supporting student transition from ACJ to ACE classes. Staff identify parental and colleague conversations facilitating the identification of appropriate student placement and potential movement into the ACE classes. Supportive and structured arrangements aligned to student need, ranging from staggered placement to immediate shifts, assist transitions. Teachers articulate that student wellbeing is at the forefront of consideration.

The staff wellbeing framework is developed with staff and identifies commitments, imperatives and dimensions to support Connect, Succeed and Thrive. The AIP for the staff wellbeing committee identifies a range of anticipated outcomes. These include wellbeing Professional Development (PD); opportunities to promote and celebrate culture; sharing of relevant wellbeing information; regular meetings; and development and enactment of a calendar of events. Leaders identify the importance of staff supporting and driving the wellbeing agenda, with these staff acknowledging that continued deployment of the framework and embedding of practice is ongoing work.

Leaders identify supporting and encouraging teachers to be creative with curriculum delivery and pedagogical approaches. Some staff identify a connection between engaging curriculum, contextually relevant pedagogies and quality differentiation, supporting learners to be fully engaged and extended. Some staff share that at times they are reluctant to engage and explore a culture of inquiry and innovation. They seek greater clarity and understanding to balance freedom to explore creative approaches and compliance of school processes.

Teachers and members of the inclusion team identify a variety of school practices to support the monitoring of all students' attendance. Students with disability have a case manager assigned from the inclusion team and are supported by inclusion education assistants. Team members work regularly with students and observe attendance patterns. Parental contact occurs when attendance concerns are noted, and school-wide practices are followed. All students are supported through school-wide approaches, such as PBL and YCDI. Inclusion team members identify behaviours which may incur suspension are not a regular occurrence.

Students share with confidence their understanding of desired behavioural expectations and the application of the STAR to their learning and play environments. Students share that many teachers have high engagement and learning expectations. They share there is a range of approaches and practices in regard to providing student feedback, the use of Bring Your Own Device (BYOD), and at times curriculum and assessment that is engaging and relevant. Students identify that they support a range of practices through the Student Council. Students identify that they are yet to have a voice in providing opinion or feedback in reference to the review and development of school practices or programs.

The number of students identifying through enrolment as First Nations students is proportionally small. Some teaching staff connect with individual families to support learning engagement. Solid Pathways is used by leaders to engage with some families. These staff share how families have shared cultural understanding and connection with them. Leaders monitor student Level of Achievement (LOA) data and identify that First Nations students are academically performing alongside their peers.

Improvement strategies

Strengthen PBL understandings and processes across all staff with an intent to enable consistent language, delivery and enact of this philosophy.

Deepen the staff wellbeing agenda through ongoing enactment and review of the range of school approaches to support staff wellbeing.

4.4 Targeted use of school resources

Findings

School leaders have programs and procedures established to identify and address students' needs, using a variety of resources. Many classrooms include spaces for whole classes, small groups, and individual work, with electronic devices available for staff and students throughout the school.

To deliver the ACJ curriculum effectively, some teachers teach across classes to deliver learning areas. Some teachers are shared across year levels to ensure skilled teachers are able to deliver ACJ to students. A workforce planning document is used to support and enact this, with the number of ACJ students decreasing over time.

The leadership team has created a staffing proposal to support the future structure of the immersion program. This proposal is designed to seamlessly support the transition for students from ACJ to ACE. The principal consulted with a number of key stakeholders to advocate for the new structure and implementation which is supported by the region. This proposal allows the school to continue to engage in two learning pathways, which is identified as a high priority, with many students continuing to transition from ACJ to ACE.

The staffing proposal includes region-funded additional teachers – three in 2021, two in 2022, and one in 2023. The principal acknowledges a challenge in sustaining a staffing model that requires additional staff numbers beyond the allocated staffing allocation.

A BYOD program for iPads exists in Years 4 to 6. Leaders identify one of the goals of the program is to enable each individual to achieve the best educational outcomes through a rich, diverse engaging curriculum, in a happy, safe and healthy community. The take up rate for the BYOD program is in excess of 95 per cent of students with the remainder of students provided a school-owned device to undertake classroom activities. There are 319 school-owned iPads, with the use of these devices across classrooms variable. Teachers share that staff knowledge of how to best utilise this resource to support student learning is variable.

A review of the targeted resourcing measures and refinement of processes to maximise their impact on student outcomes is yet to be fully embedded.

Many teaching staff have been employed for specific teaching roles, including ACJ and specialist teachers. Staff teaching and learning is supported by colleagues who are experts in their field, and a range of physical resources. Some teachers share that they are unsure of resources available and the location of these resources. Some teachers share there is a perceived discrepancy in access to Non-Contact Time (NCT) and teacher aide time, between ACE, ACJ and specialist teachers. Some teachers and education assistants would welcome a more even distribution of physical resources to support learning. A review of the range and availability of resources to support teaching and learning, and how staff best utilise and access these resources, is yet to be enacted.

The Business Manager (BM) leads the construction of the annual budget by initially reviewing previous trends in spending over a number of years and exploring anticipated

revenue and expenditure for the following year. This is collated and discussed with the leadership team for collaborative input regarding school priority areas before a finalised budget is endorsed by the principal. The BM is able to articulate the necessity to expend school funds on targeted areas. A Student Resource Scheme (SRS) is available, with more than 92 per cent of parents signing up to the scheme. Many staff speak appreciatively of the BM's work in providing updated and relevant financial information regarding cost centres.

The BM is part of the leadership team and involved in weekly leadership meetings. The budget overview report is presented at these meetings for discussion and analysis. Leaders have cost centre responsibilities, providing the opportunity to discuss year to date and annual spending and variances, in addition to current and future financial priorities. Year Level Coordinators (YLC) share having the responsibility and oversight to expend year level budgets.

The BM liaises with key staff to ensure discretionary funds are used to support student learning. Previous purchases have included additional trikes for Prep students. Consideration is provided to resourcing previous budget requests that were unable to be committed to. Current student dynamics and how to effectively support students, including those new to the school, is additionally considered.

The BM attends P&C meetings and presents the budget, in addition to using this time to explain the student resource scheme and articulate upcoming facilities priorities.

The bank account balance at the time of the review is $772 601.

The school's physical resources and facilities provide a number of community partners with access. The P&C operate a School Aged Child Care Centre (SACCS), utilising the school pool to facilitate swim club and learn to swim. The facilities are hired on a yearly basis with hire fees reflective of recouping costs without making a profit. A hire agreement with Tennis for Kids exists, providing coaching sessions outside of school.

Improvement strategies

Review and refine resourcing processes and measures to maximise their impact on student outcomes.

Review and prioritise the range of resources within the school to target and support priority areas.

4.5 An expert teaching team

Findings

Staff members express a commitment to the school and their students and understand the importance of the continuous improvement of their teaching practice. In recent times a strong and robust collaborative culture has been established, building a common belief in collective efficacy across the school

CLCs meet weekly to discuss progress; undertake professional learning; participate in moderation activities; and to share experience, expertise, resources and celebrations. In addition, CLCs meet for one full day at the end of each term to collaboratively plan the next term's curriculum scope and sequence, assessments and marking guides. Each CLC is organised by a collaboratively-developed team charter, clearly outlining how the committee will operate, the consistency of vision and the agreed ways of interacting. Teachers articulate highly valuing the time and resources the school has invested in supporting their professional collaboration and building their curriculum planning capabilities.

In addition to CLCs, many teachers and school leaders participate in a number of well-represented committees, including languages, curriculum, learning in books, wellbeing, PBL, GLOW and ILC. Staff articulate participation in these committees is providing invaluable experience in participating and, in many instances, leading the school's strategic direction. They indicate that each CLC is led by a year level coordinator, providing teachers opportunity to undertake leadership roles, and enhancing the school's leadership density.

The school's Professional Development Plan 2022 outlines the systemic, school and personal PD focuses for the year. The plan identifies a broad range of professional learning opportunities, within and external to the school. These include high-impact pedagogical strategies, data literacy development, inclusion, PBL, learning intentions and success criteria, 'Bump It Up' walls, in addition to mandatory training activities. Teaching staff express appreciation regarding the opportunities provided to further develop their skills, supporting the school's priorities, in addition to enhancing their own areas of interest or areas for further development.

The school has invested considerable time, resources and expertise in ensuring that the school's ACE and ACJ programs are aligned to the AC, and that teachers have the capabilities and skill sets to effectively implement the programs. Many teachers and school leaders identify that to effectively engage and challenge all students they would value support and professional learning opportunities to identify and implement high-impact teaching strategies linked to student engagement in specific learning areas. They highlight that to effectively implement pedagogies promoting HOTS and critical and creative thinking, they would appreciate support in establishing consistent teaching strategies which promote these skills and engage students in high quality teaching and learning. They further highlight they would particularly appreciate developing skills in identifying and implementing different strategies across the curriculum to better align pedagogies to specific learning activities.

Leaders acknowledge the need to ensure all staff members are provided with meaningful and timely feedback, and have access to regular observation and feedback opportunities

throughout the year. To facilitate this, the Collegial Engagement Framework has been collaboratively developed. The framework establishes agreed protocols for observation and feedback and provides leaders with a clear line of sight to the school's pedagogical priorities and the EIA. At the time of the review, teachers are observed and provided with detailed and individualised feedback from a leadership team once per term member on the implementation of the guided reading program. Feedback is sought from students, using the Lynn Sharratt[1] five questions to gauge students' engagement with learning in their reading groups.

Teachers identify the importance of ensuring all staff members have opportunities to share, discuss and observe effective teaching practice, to enhance teaching and learning knowledge. The re-establishment of a Watching Others Work (WOW) program to further share practice and expertise across the school is in progress.

The school has introduced a Bring Your Own Device (BYOD) program in the upper years, and provides a wide range of iPads and laptops in the lower school. Teachers and students value the access to technology resources to support learning in the classroom. Many teachers and school leaders identify the need to develop teachers' pedagogical capabilities in effectively using these devices to engage students in enhanced, rich learning activities. They indicate that building their digital pedagogies could supplement their ongoing development of high-impact teaching strategies aligned to specific learning activities.

Staff include a number of new, beginning or early career teachers. A formal, school-specific induction program, including Mentoring Beginning Teachers (MBT), is established to support these teachers to quickly and effectively engage with the teaching and learning priorities. Some new and beginning teachers express the enactment of the induction program is variable.

Teacher aides are a highly-valued resource, dedicated to supporting the educational outcomes of students. Teacher aides are provided with some professional learning opportunities, particularly associated with the guided reading program. Some teacher aides indicate they would value further opportunities to develop their expertise to support the full range of students they engage with each day. Some teacher aides express there is a high workload with being involved in multiple reading groups across the whole school. Some would like to have greater levels of two-way communication with their line managers and supervisors. Most teacher aides express satisfaction with teacher communication and classroom preparation to support student learning.

There is a clear expectation that all teachers are committed to continuous self-improvement. Teaching staff articulate how the Annual Performance Development Plan (APDP) process is supporting their ongoing professional learning and informing their teaching practice. Teachers articulate that the process has supported the alignment of their own professional learning to the school's teaching and learning priorities.

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[1] Sharratt, L. (2020). Sharratt Educational Group Inc. https://www.lynnsharratt.com/

Improvement strategies

Collaboratively develop teachers' capabilities in identifying and implementing high-impact teaching strategies linked to student engagement across the curriculum.

Provide opportunities for teaching staff to further develop their capabilities in effectively using Information and Communication Technology (ICT) to support teaching and learning in the classroom.

4.6 Systematic curriculum delivery

Findings

A comprehensive, sequenced plan for curriculum delivery supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels. The curriculum is delivered through two streams, ACE and ACJ.

A Japanese immersion program, delivered and assessed in both English and Japanese, provides students with the opportunity to engage with the AC. The program covers the full range of the AC, while offering an in-depth focus on the Japanese language and culture. Students are able to choose to participate in the ACE pathway and then study Japanese as a Language Other Than English (LOTE). Many parents and members of the broader school community indicate appreciating the opportunity the ACJ offers their child to engage in a unique and challenging program, while assuring the opportunity to engage with the AC. Concerns regarding program challenges, the equity of access and wellbeing of students undertaking the program are now openly discussed and shared between parents, teachers and the leadership team. Many parents indicate that in recent years their concerns have been listened to, and shared strategies are developed to maintain the program's integrity and support students' wellbeing.

A collaborative approach to curriculum planning is established through CLCs. Teams ensure the curriculum is aligned to the AC, while being adapted to meet students' learning needs and the local school context. Comprehensive whole-school, year/band level and unit plans are developed and shared with all staff. Many unit plans are adapted from the Curriculum into the Classroom (C2C) resource, and others are locally developed to provide opportunity for students to engage in interesting, challenging and locally-relevant learning experiences.

All curriculum plans, in ACE and ACJ programs, systematically and consistently describe learning area scope and sequences, content descriptions, achievement standards, marking guides, and learning intentions and success criteria, in addition to a broad range of support resources. All unit plans reference The Maker Model, to support classroom differentiation. Differentiation strategies in unit plans are intended to support teachers to make appropriate adjustments and ensure that the curriculum content is available for the full range of students, particularly those requiring additional support. Some teachers indicate an opportunity exists to utilise this process to more effectively explore opportunities for providing extension and deeper learning experiences for higher-achieving students.

Year level teams meet once per term for full day curriculum planning. Teams are supported by the Head of Department – Curriculum (HOD-C), sector deputy principal and a YLC. In addition, CLCs meet weekly to monitor the ongoing implementation of the unit, and for teachers to discuss and share resources and experiences. Teachers speak enthusiastically regarding the value of the curriculum planning meetings and CLCs, articulating they provide an opportunity to interrogate the unit's learning expectations. Teachers indicate that the process is deepening their understanding of the AC in specific learning areas and building their capabilities in adapting learning experiences to meet students' individual needs.

All unit and year/band level plans are quality assured by the HOD-C to ensure that agreed AC content descriptions are taught and all AC achievement standards are assessed. Quality assuring the ACJ against the AC has presented challenges in recent years. A Curriculum committee, who meet twice per term has been established to provide direction and support for teachers to develop and adapt their curriculum. Most teachers indicate that the establishment of the committee, CLCs, and the curriculum leadership of the HOD-C and deputy principals, has made the transition to locally-relevant curriculum possible. It is clear that all curriculum unit and year/band plans provide students with the opportunity to demonstrate the AC achievement standards in all learning areas.

Leaders articulate that a consistent process to quality assure curriculum delivery is yet to be established. Teachers and school leaders indicate that walkthroughs and lesson observations, designed to provide feedback on whether the enacted curriculum directly reflects the intended curriculum, are yet to occur.

Termly overviews are developed for each year level and shared with parents. These describe the scope of the learning for all curriculum areas in a succinct, one-page, parent-friendly table. Teachers and parents indicate these tables provide the broader school community with a clear indication of the scope of student learning for the term. Parents articulate appreciating the school's effort to communicate curriculum intentions, providing opportunities to identify ways they are able to support their child with schoolwork.

Year level teams meet once per term for internal year level moderation at the end of each teaching cycle. CLCs engage in 'before, after, after, end' moderation practices, including detailed curriculum calibration prior to the beginning of each unit. The school is in the process of establishing a consistent practice for internal moderation, with teachers indicating the process is deepening their engagement with the AC and building their assessment capabilities.

The school leads a cluster moderation group to expand the moderation practices to include other schools undertaking similar curriculum delivery. Many teachers articulate that this process is further developing their understanding of the AC achievement standards, their skills at making consistent judgements regarding student work and informing ongoing curriculum planning.

Explicit reference to the AC general capabilities and cross-curriculum priorities is yet to be embedded at the school. Many teachers articulate they would welcome opportunities to further develop their skills in explicitly teaching the general capabilities and cross-curriculum priorities, ensuring units of work are locally relevant, and students are engaging in challenging, interesting tasks aligned to the AC. Teachers and school leaders indicate that HOTS embedded in the general capabilities could enhance and deepen students' learning opportunities, including extension for higher-achieving students.

Weekly lessons for science, physical education, the Arts and music are provided by specialist teachers. In addition, students in the ACE program undertake weekly Japanese LOTE lessons, commencing from Prep. These programs are highly valued by the students and well resourced.

A termly Curriculum Expo provides an opportunity for classes to showcase their term's work to parents, who are invited to participate in planned classroom activities. Most parents indicate highly valuing the opportunity to visit their child's classroom, interact with the teacher and other parents, and celebrate their child's achievements. Teachers articulate that the process supports parents to participate in their child's learning, and in co-teaching activities. Students are issued with formal report cards of their progress each semester and formal parent teacher interviews occur twice per year.

Students are provided with a range of learning experiences that enable them to develop skills in areas of interest. The school promotes the Arts through its instrumental music, strings, band, and choral programs, including highly regarded community performances. Students are offered the opportunity to participate in other co-curricular academic activities, as part of lunchtime activities, arranged by teachers, teacher aides and parents. Students express appreciation for the time school staff invest in providing these learning experiences.

Improvement strategies

Strengthen staff knowledge, understanding and application of the AC, including general capabilities and cross-curriculum priorities, to support students' engagement in higher order thinking, and critical and creative thinking activities.

Establish consistent, school-wide processes to quality assure curriculum delivery to ensure the enacted curriculum is aligned to the planned for intended curriculum.

4.7 Differentiated teaching and learning

Findings

A high priority is placed on the enactment of a wide range of strategies, approaches, and capability-building opportunities that support inclusive practices for all students. The leadership team and staff are committed to an inclusive culture, maximising the engagement, wellbeing and learning of all students.

Staff articulate the belief that all students are at different stages in their learning, and progress at different rates. Staff articulate a strong belief that all students are able to learn provided with the appropriate learning opportunities, support and adjustments. Teachers and leaders share the deliberate approaches to transition the learning environment from student withdrawal and learning within a small, structured context to current inclusive practice.

Many parents detail that the school is recognised as providing positive and successful educational opportunities for students with disability. The school has 13.1 per cent of students identified in the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and a small number of students on ICPs below year level.

Driving the inclusive agenda is a team consisting of the Head of Special Education Services (HOSES), inclusion teacher, differentiation teacher and four Full-time equivalent (FTE) teacher aides. The HOSES and inclusion teacher undertake the core responsibility to support classroom teachers and identified students with disability, using a case manager approach. The differentiation teacher works alongside and supports classroom teachers in a range of areas. This includes supporting students who may not be reaching relevant benchmarks, and English as an Additional Language or Dialect (EAL/D) learners undertaking band scaling, and supporting teacher differentiation strategies. These staff are key contacts to liaise between parents, regional staff, external professionals and medical specialists as required.

Many classroom teachers highlight their collaborative arrangement with the inclusion team. They describe how they are supported through curriculum planning, the enactment of assessment tasks, conversing in regard to appropriate strategies of differentiation, and reasonable adjustments across the teaching and learning process. Members of the inclusion team describe the strong partnership with classroom teachers regarding the co-planning and co-assessing for students. They identify these practices are enabling the progression to co-teaching to support inclusive practices as the next logical step.

Members of the inclusion team meet regularly to undertake a range of practices that facilitate enacting inclusion. These include sharing learning, discussing case management, analysing student data, liaising with stakeholders, developing policy and processes, identifying opportunities to acknowledge student diversity, and developing staff and parent information sharing. Noted features of this team are the publishing of an inclusion newsletter to the parent community each term, and parent afternoon information presentations.

Many classroom teachers highlight the Student At A Glance (SAAG) plan for students on an individual support plan. This plan provides a snapshot of family, medical and school history,

identifying student interests, strategies for success and behaviour triggers. A range of differentiation strategies plotted against The Maker Model[2] of differentiation are listed. Each classroom teacher is provided with the collection of SAAG plans for their relevant class. Alignment of identified differentiation strategies on the SAAG through to curriculum planning, by some teachers, is yet to be realised.

Levelled Literacy Intervention (LLI) and MiniLit are school-wide programs supporting early intervention approaches. Students requiring this level of intervention are identified through the range of student data collection tools. Structured timetabling for teacher aides is enacted to deliver these interventions.

The GLOW team meets weekly to assess, monitor and review the progress of target students. This team consists of the principal, relevant deputy principal, inclusion staff, Speech Language Pathologist (SLP) and guidance officer. Through a referral process, this team, with the classroom teacher, identify a school-wide approach to support ongoing teaching strategies or assessments. Review of student progress, success and future supports is undertaken by this team.

School Online Reporting Dashboard (SORD) indicates 28.4 per cent of students are EAL/D learners. Inclusion staff support classroom teachers to undertake bandscaling to determine language proficiency. Some staff acknowledge that how bandscaling is supporting identification of teaching next steps and differentiation approaches within classrooms is yet to be fully understood.

Teachers detail a range of approaches and practices to differentiate for students, including those who identify as First Nations students. Some approaches include student groupings, re-alignment of activities and/or assessments to meet student needs, and teacher aide support through focused learning episodes. Many teachers identify differentiation recording mechanisms when curriculum planning. Some teachers identify these strategies are transferred into weekly planning considerations. It is apparent that understanding of differentiation and application of a variety of strategies for the full range of learners is varied.

A small number of ICPs are developed. Inclusion team members work alongside classroom teachers, parents and carers to design appropriate ICP goals, learning expectations and teaching strategies. All stakeholders are responsible for the monitoring and reporting on ICPs. Clearly developed expectations are outlined for staff within the Inclusive Learning Community Framework document.

Improvement strategies

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

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[2] Maker, C. J., & Schiever, S. W. (2005). *Teaching models in education of the gifted* (3rd ed.). PRO-ED.

Strengthen practices to systematically enact co-planning, co-teaching and co-assessing across teaching teams to enhance understanding and application of inclusive practices.

4.8 Effective pedagogical practices

Findings

Leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

The collaboratively-developed Whole School Approach to Pedagogy describes the range of pedagogical approaches supported and implemented at the school. The framework is research-based and includes the Gradual Release of Responsibility (GRR) model based on the work of Fisher and Frey[3], which is the primary model of instruction implemented. The model includes Hattie's[4] five dimensions of quality teachers, Sharratt and Fullan's[5] collaborative practices, and the deliberate teaching strategies identified over time by teachers at the school. Visual reminders of the GRR teaching approach are prominent in many classrooms including 'I do, We do, You do' sequences.

The leadership team references Doug Lemov's[6] 'Teach like a champion' and the 62 techniques that support student learning. Leaders identify priority areas to focus on and share one individual technique at a time. This is reiterated and reinforced through staff meetings and CLC meetings. When leaders feel that more time needs to be spent on consolidating a technique, it continues as a focus, until staff are ready to engage with the next technique. Staff have a folder which they store a snapshot of the techniques and how they are used in the classroom setting. Teacher aides mirror this process and discuss and engage with the techniques through their weekly meetings.

In recent times leaders have focused on building teachers' capabilities and understanding of Lyn Sharratt's[7] Clarity and the visible learning approach. The initiative has led to a consistent pedagogical emphasis on making learning intentions and success criteria clear and visible to students and ensuring that curriculum and pedagogical priorities are in alignment. Teachers articulate that the development of Bump it up walls and use of Sharratt's five questions is further building consistent pedagogical practice across the school.

Bump it up walls provide students with clear indication of the learning expectations in the current unit and include levelled exemplars for students to refer to when working on assessment tasks. Walls contain learning intentions and success criteria, marking guides in student-friendly language, samples of student work, unit-specific vocabulary and a range of resources to guide students' engagement in learning. Teachers indicate Bump it up walls are

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[3] Fisher, D., & Frey, N. (2013). Better learning through structured teaching: A framework for the gradual release of responsibility. Association for Supervision & Curriculum Development (ASCD).

[4] https://www.visiblelearningplus.com/content/research-john-hattie

[5] Sharratt, L., & Fullan, M. (2009). *Realization*: *The change imperative for increasing district-wide reform*. Corwin.

[6] Lemov, D. (2014). Teach like a champion 2.0: 62 techniques that put students on the path to college. Jossey-Bass.

[7] Sharratt, L. (2018). Clarity: What matters most in learning, teaching and leading. Corwin.

more effective when co-constructed with students who are able to interact with the wall's content when requiring support.

Teachers indicate that over time the school has established a range of school-specific pedagogical approaches which highlight the school's ethos and unique features. Most teachers within ACJ indicate they closely adhere to the GRR model to support curriculum delivery through the Japanese language. Some teachers within ACE and specialist teachers indicate that the full range of pedagogical approaches accessed by teachers are yet to be clearly reflected within the Whole School Approach to Pedagogy document. They highlight that an opportunity exists to further students' engagement in higher order thinking, critical and creative thinking learning experiences, aligned to student need, and specific learning area scope and sequences. Leaders recognise that it is timely to work closely with teaching staff to identify and implement school-wide high-yield pedagogical approaches, targeted to specific teaching and learning sequences and aligned to learning area content and assessments.

The school has an agreed Collegial Engagement Framework, including classroom observation and feedback, which outlines processes to monitor the efficacy of the school's pedagogical priorities and their positive impact on student learning outcomes. At the time of the review, formal observations and feedback are targeted on implementation of the guided reading program. Leaders recognise that to continue monitoring the implementation of pedagogical priorities, the process for observation and feedback should reflect the agreed, high-yield pedagogical practices aligned to targeted and specific learning activities.

Many teachers are setting learning goals for students, and these are displayed in classrooms, on desks and/or in student workbooks. Goals are generally set for individual students and some groups in relation to reading, and whole-class learning goals are set as part of unit planning for most learning areas. Visual reminders of this process are displayed in most classrooms and teacher aides are supporting teachers, particularly in the area of reading, to identify particular goals and assess whether they have been achieved. The understanding and use of individual learning goals by students is developing and beginning to be embedded as consistent practice across the school. Teachers and school leaders identify the need to begin the process to consistently set common goals for students in both the ACE and the ACJ.

Through the implementation of the guided reading program students are engaging in a variety of guided, modelled, shared and independent reading activities. All classes are implementing the four reads guided reading process consistently in their class reading groups. Over a number of years, a consistent approach to the teaching of reading has been established. This includes setting learning goals for students and monitoring students' reading progress across the years of schooling. Many teachers in the ACJ program indicate that ability-level reading groups in Japanese present challenges, particularly in relation to accessing appropriate resources to develop students' skills in Japanese literacy and reading.

Improvement strategies

Collaboratively identify and implement high-yield pedagogical approaches, targeted to specific teaching and learning sequences, and aligned to learning area content and assessments.

Establish consistent processes to quality assure the implementation of agreed pedagogical approaches, and to measure their impact on student learning.

4.9 School-community partnerships

Findings

The leadership team recognises the importance of partnerships for improving student outcomes. The school is held in high regard by parents and members of the wider community who express confidence in the school and its direction. Many parents, community and staff members comment on significant school improvements over recent years. Students indicate that they are proud of their school.

High visibility by leaders in classrooms and around the school is valued by staff and students, with some staff referencing leaders working alongside them as partners in student learning. Parents, staff and community leaders articulate the approachability of the leadership team and their knowledge of parents and students. Staff express their appreciation of the support provided by the leadership team.

The principal is working on establishing relationships with neighbouring schools and is recognised by cluster schools as leading this process. Cluster school arrangements are established with schools gathering for different purposes, including sport clusters for Gala Days, and moderation clusters.

Through the developing partnership with Holland Park State High School, academic, sporting and student transition experiences, in addition to staff capability development, have been instigated. Examples include the leading of English moderation, provision of science lessons, modelling teaching of science concepts, attendance by staff at aspiring leaders program, transition talks to Years 5 and 6, provision of instrumental music staff, professional sharing with Japanese teaching staff and participation in volleyball. Both principals express the desire to maintain and enhance meaningful authentic partnership arrangements between the schools.

Year 6 student destination data indicates a wide spread of high school selection. Transition of students from the school to local secondary schools was mentioned by local high school leaders as an area that requires further development for more genuine interaction.

The P&C involvement in the school is significant. The P&C manages a number of businesses in the school, including the tuckshop and uniform shop. They manage a SACCS, with the swim club and Learn to Swim classes. The school acknowledges that the funds raised from the businesses are fed back to the school. The P&C is active in school events, including Father's Day and Mother's Day stalls and election day cake stalls. Previous events include fetes and Symphony of Stars music performances.

The school council works in partnership with the school and provides another avenue for parent and community voice. The school council has some understanding of their roles and responsibilities in providing feedback on strategic documents and directions presented at meetings.

The school values parent engagement and seeks to enhance the partnership with parents through a range of sources, including emails, the newsletter, school website and Facebook.

Parents articulate strong connections to the school and feeling welcome upon arrival. Parents are active participants in school events, with many staff referring to the success of Curriculum Expo Days, engaging parents with their child's learning. These events provide the opportunity to showcase student work, with communication encouraged between the parent and teacher.

The school hosts two parent teacher interview evenings at the end of Term 2 and Term 4. Teachers provide parents with learning materials and ways of assisting their child at home. The school is constantly striving to engage parents through means, such as assemblies and in classroom support.

The leadership team actively encourages involvement of local community groups for student engagement. Tennis for Kids provide coaching sessions, AFL Queensland provide the Auskick program, and the school is part of the local Neighbourhood Watch program.

There is some partnering with local businesses and organisations, with some staff expressing a desire for greater links with partners and businesses aligned to teaching, learning and wellbeing priorities. A partnership framework, including clear roles and responsibilities, with a review of the effectiveness, sustainability and impact on student learning and wellbeing, is yet to be apparent.

Staff outline the school's connections with a number of external agencies to enhance the assistance and engagement of students, particularly in the mental health area. These include Child and Youth Mental Health Service (CYMHS), Headspace, Family and Child Connect (FaCC), Autism Qld, Mt Gravatt Community Centre, Accoras family mental health, and a range of other allied health providers. Staff enlist the support of regional office personnel, including the behaviour specialist to provide targeted student support, staff PD and parent workshops.

The school is active in their engagement with Early Childhood Education and Care (ECEC) providers. The school hosts kindergarten visits with future students undertaking familiarisation activities. Staff from the school visit the ECEC centres and school uniforms are provided to centres for inclusion in dress up boxes. Feeder ECEC centres, including Family Day Care, are invited to Under 8's day. Centres provide transition statements to the school which are used for class placement and the provision of student information. Prep teachers and kindergarten teachers have previously met and express a desire to continue to meet with the school hosting afternoon teas.

The school invites under 5's and their families to Under 8's day. At the time of the review, the expansion of school programs for children 5 years and under and their families, was yet to be implemented.

Parents articulate that they are active partners with the school in supporting students with disability. Some staff convey the significant time dedicated to maintaining this relationship and the positive outcomes achieved. Staff collaborate with the associated external agencies, including National Disability Insurance Scheme (NDIS) personnel, to support students.

Some First Nations families provide specific cultural material for classroom use with the intention to deliver cultural awareness to staff. All Aboriginal students and Torres Strait Islander students are achieving a C or better across learning areas. National Aborigines and Islanders Day Observance Committee (NAIDOC) Week is recognised and celebrated by the school. Co-designing of initiatives to increase outcomes for Aboriginal students and Torres Strait Islander students is yet to be established.

A recent formal partnership with a Japanese sister school, Shiwasuda Elementary School provides the opportunity for student interaction and future visits. Some staff commented that this partnership allows students to use their Japanese language skills authentically, enriches the program and increases student engagement.

Improvement strategies

Develop a strategic framework to identify current and perspective partners, leveraging opportunities and capacity for extending teaching, learning and wellbeing for students and staff, aligned to the key and emerging priorities of the school.

Develop and strengthen partnerships to enhance opportunities for meaningful and authentic student learning and transition, and staff development.