Victoria Park State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Victoria Park State School** from **23** to **25 May 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) discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Noel Baggs	Internal reviewer, EIB (review chair)
Andrew Walker	Peer reviewer
Peter Doyle	External reviewer

1.2 School context

Indigenous land name:	Yuwi Burra
Location:	Goldsmith Street, Mackay
Education region:	Central Queensland Region
Year levels:	Prep to Year 6
Enrolment:	Prep to Year 6 – 669 ECDP – 54 + 34 families attending playgroup
Indigenous enrolment percentage:	20 per cent Prep to Year 6 18.5 per cent ECDP
Students with disability percentage:	12.5 per cent Prep to Year 6 100 per cent ECDP
Index of Community Socio-Educational Advantage (ICSEA) value:	954
Year principal appointed:	2009

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), two Early Childhood Development Program (ECDP) teachers, three ECDP teacher aides, 19 teachers, guidance officer, youth support worker, Indigenous Liaison Officer (ILO), two Auslan interpreters, 15 teacher aides, four cleaners, groundsperson, 48 students and 16 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) treasurer and tuckshop convenor, Positive Learning Centre (PLC) coordinator and Indigenous community representative.

Partner schools and other educational providers:

- Mackay State High School principal.

Government and departmental representatives:

- Early Childhood Education and Care (ECEC) Department of Education (DoE) Central Queensland Region director, Early Years Transitions Coordinator and ARD.

2. Executive summary

2.1 Key findings

A student-centred approach is valued across the school.

The principal and school leaders are united and committed to improving learning and wellbeing outcomes for all students at the school. A culture of 'student welfare is everybody's responsibility' underpins the unwavering focus from school staff in supporting all students to be successful. Staff regularly engage in professional conversations to enhance their practices to support student learning. Parents express a view that the school supports the learning, social and emotional needs of their children.

Staff members articulate a strong sense of collegiality amongst all staff and describe a supportive and caring working environment.

School leaders and teachers are united in the vision for school improvement and are dedicated to supporting all students to succeed. Some staff members describe the school as 'a place where we want to be'. Staff members and families indicate a sense of trust in the school leadership for maintaining and improving the high expectations for learning, behaviour and wellbeing. Staff members state that one of the strengths of the school is the collegiality and personal professional support provided by colleagues. A sense of belonging is shared amongst staff, students and families.

There is a strong ethos across the school with a high level of commitment from staff to continually improve their practices as self-reflective learners.

Teachers have high levels of confidence and expertise in the areas they teach. The school has strategies to provide teachers with opportunities to work collaboratively and share practice to build expertise in a range of forums. Some staff indicate they would welcome a more structured feedback and coaching model for supporting and developing their teaching for continuous improvement. Some staff indicate a desire for Watching Others Work (WOW) opportunities to further enhance Professional Development (PD). The leadership team discusses a desire to strengthen processes for all teachers to engage in opportunities to showcase best practice, learn from each other's practices and promote a self-reflective culture focused on improving classroom teaching.

The school is establishing a consistent approach to the teaching of reading and writing as it begins to refine research-based pedagogies.

Teachers and school leaders articulate high expectations for student achievement. The leadership team indicate an intention to review the school's pedagogical approach and practices as to identify agreed High Impact Teaching (HIT) strategies to be implemented consistently across the school, particularly in reading. Teachers and school leaders are exploring the inquiry pedagogical frame. Some leaders are developing their understanding of how to utilise the links between inquiry practices and curriculum planning. Teachers articulate a belief that greater cohesion and implementation of evidenced based teaching

approaches will promote continuity of learning for students and greater clarity for staff members.

Consistent, school-wide processes to quality assure curriculum delivery are being developed.

A collaborative approach to curriculum planning across the school ensures the curriculum is aligned to the Australian Curriculum (AC), while at the same time being adapted to meet the learning needs of the students and of local school contexts. The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels. Some teachers articulate they would welcome opportunities to further develop their skills in explicitly teaching the general capabilities and cross-curriculum priorities in order to ensure that units of work are locally relevant and students are engaging in challenging and interesting tasks.

School leaders articulate the importance of creating an inclusive environment that caters to the needs of all learners.

The school's inclusive practices are implemented and reviewed with staff using the social justice committee forum to effectively oversee the student case management process. Staff members indicate their belief in the school's alignment with reasonable adjustments is a developing piece of work. The school leadership team indicate an intention to strengthen staff understanding of inclusive practices, and develop a shared understanding of the school's inclusive vision.

School documentation unpacks an eLearning vision to ensure technology is a tool used to enhance teaching and learning.

Some teachers articulate that computers are a powerful means of differentiating and personalising student's education, and student-owned devices facilitate student choice over which application or configuration best suits their learning and communication style. Some school leaders and teachers identify the further development of Information and Communication Technology (ICT) skills, in particular the development of school-wide digital pedagogies, as a future priority for the school. Some staff indicate they would appreciate further support to introduce more technologies in their day-to-day teaching, and develop their capability in this area.

The school has developed and maintained genuine community partnerships to enhance opportunities for students.

The school is viewed and views itself as an integral part of the local community. Students, parents and community speak positively and in high regard of the school. The fostering of a positive sense of community is spoken of by all stakeholders. The principal is affirmed as a key driver of genuine community partnerships across the community. The school values community connection and has established long-term relationships with a variety of establishments. School staff describe how established partnerships add value to learning experiences and student outcomes, and support the development of an inter-connected community.

The school is widely recognised within the community for the positive learning and caring environment for all students.

A student-centred approach characterised by positive and caring relationships is evident across the school. The school is well known for high achievements in sporting competitions, and in the cultural arena having well acknowledged instrumental music programs in the Mackay region. Many families still reside in the area and are proud to be known as past school students, acknowledging the levels of respect and rapport that have occurred over time, and the strong sense of community pride in the school. Parents acknowledge the role played by the leadership team, teachers and support staff, along with the school chaplain as critical to supporting students with their social and emotional learning. Staff share an appreciation for the way in which the principal has taken time to build relationships and collaborate. Community partners with the school comment that the principal's relational demeanour is highly valued.

2.2 Key improvement strategies

Collaboratively develop an observation, coaching, mentoring and feedback model for all staff to focus on the enacted pedagogical school priority areas.

Collaboratively review the agreed pedagogical approaches and practices, and provide ongoing professional learning opportunities and experiences to strengthen and embed teaching practice**.**

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

Collaboratively develop a shared understanding of a whole-school approach to inclusion, informed by the current departmental policy.

Implement school-wide approaches for digital technologies and provide professional learning to support teachers and teacher aides to develop their capability in this area.