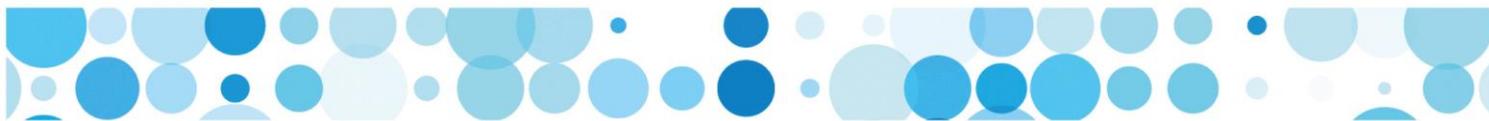


Victoria Park State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Victoria Park State School** from **18 to 20 September, 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Rob Van den Heuvel	Internal reviewer SIU (review chair)
Angelique Kropp	Peer reviewer
Bob Cole	External reviewer



1.2 School context

Location:	Goldsmith Street, East Mackay
Education region:	Central Queensland Region
Year opened:	1926
Year levels:	Prep to Year 6 0 to 5 years Special Education Program (SEP)
Enrolment:	633 - Prep to Year 6 59 - 0 to 5 SEP (12.5 Full-Time Equivalent (FTE))
Indigenous enrolment percentage:	15 per cent
Students with disability enrolment percentage:	7.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	955
Year principal appointed:	2009
Full-time equivalent staff:	41.22 - teaching 17.35 - non-teaching
Significant partner schools:	Mackay State High School
Significant community partnerships:	Goodstart Early Learning, East Mackay Crèche and Kindergarten (C&K), Mackay Street Chaplaincy, Mackay Cutters Rugby League, Mackay Basketball Association
Significant school programs:	YuMi Deadly Maths (YDM), Positive Behaviour for Learning (PBL), kitchen garden and cooking



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, deputy principal/master teacher, Head of Special Education Services (HOSES), Head of Curriculum (HOC), master teacher/literacy coach, Business Manager (BM), guidance officer, 25 classroom teachers, two Support Teachers Literacy and Numeracy (STLaN), two special education teachers including the Early Childhood Development Program (ECDP), resource manager/digital technology coach, principal's assistant, communications officer, music teacher, Indigenous Liaison Officer (ILO), chaplain, instrumental music teacher, two administration officers, early years coach, 11 teacher aides and 21 students.

Community and business groups:

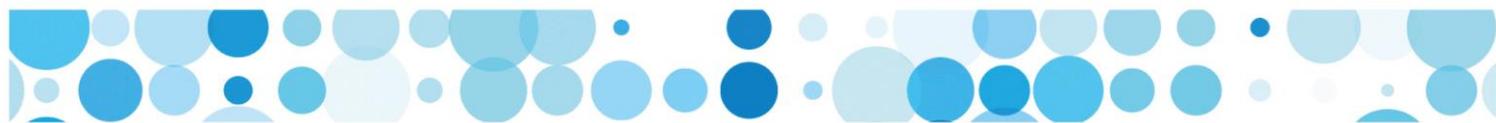
- Adopt-a-Cop, Regional Coordinator at Australian Sport Commission and representative of North Queensland Regional Game Development.

Partner schools and other educational providers:

- Principal Mackay State High School, representative of Goodstart Early Childhood Centre, representative of East Mackay C&K and representative of The Smith Family.

Government and departmental representatives:

- Local councillor for Mackay Regional Council, Mayor of Mackay Regional Council, State Member for Mackay, Federal Member for Dawson and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Report Card and NAPLAN Update Semester 1 2018



2. Executive summary

2.1 Key findings

The school enacts a clear strategic direction through its Explicit Improvement Agenda (EIA).

The school utilises a collegial approach to address agreed priorities. Responsibilities, implementation strategies and targets are well planned and documented. The two current priorities are implementing improving writing and deepening differentiated learning practices. Pedagogical approaches, data analysis, training and resource allocations support the EIA in a clear and planned manner.

Students, staff and parents articulate a strong sense of belonging.

Parents feel welcome in the school and speak highly of the staff and the school's programs. The school places a high priority on student wellbeing. Staff members speak positively of the leadership team's support for all employees, and of the collegial support for each other. The school community appreciates and values the cultural background of students. Whole-school support for Aboriginal and Torres Strait Islander students includes programs such as Stronger Smarter and Deadly Choices, Yuibera talks by community Elders and celebration events such as National Aborigines and Islanders Day Observance Committee (NAIDOC) and Harmony Days.

Students with disability and additional learning needs are strongly supported.

Parents of students with disability or additional learning needs report high levels of satisfaction with the level of support offered by the school for their child. Communication is well managed and parents are offered many opportunities to be involved in their child's learning. Parents speak positively of the information they receive regarding their child's learning, the care and concern shown by teachers, and the ability to have informal conversations with teachers regarding their child's individual learning. Students highly value and recognise the school's commitment to inclusive practices.

Staff articulate that highly effective teaching is the key to improving student learning.

School leaders undertaking phase leader roles for two year levels foster pedagogical clarity through promoting evidence-based teaching practices, providing purposeful feedback and undertaking data conversations with teachers to ensure students are engaged and learning successfully. Age-appropriate Pedagogy (AAP) is in use within the school. Teachers and students create and engage with learning walls visually displaying learning intentions, 'know and do' charts and an exemplar with student friendly criteria in classrooms. Teaching staff members articulate that these developments greatly influence classroom practice. A representative group have attended training to explore emerging work with learning journeys. Staff members articulate keen interest in understanding new curriculum and future pedagogical directions.



The school places a high priority upon ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of the full range of students.

Staff members express commitment to all students learning successfully. Students, staff, parents and the wider community acknowledge that the school is an inclusive place for students. Parents describe teachers adjusting their program and supporting students. School leaders encourage the tailoring of teaching to the needs of students and teaching staff are committed to the school's vision of 'D.I.V.E into learning to achieve your personal best'. School-wide systems are established to support differentiated learning needs. The surfboard differentiation template and focus five strategy are utilised consistently by teachers. Teaching staff members describe a range of classroom practices to cater for student needs. Teachers report a desire to further their knowledge of effective classroom differentiation.

The staff of the school present as a cohesive and professional unit.

Staff morale is high with mutual trust and collegial support clearly apparent at all levels throughout the school. The school has strong and supportive systems established. Professional learning is highly prioritised. School leaders articulate that teacher capability building is central to improving learning outcomes for all students. Some teachers articulate that they would value further opportunities to learn from each other through peer observations and feedback.

Stakeholders speak highly of the Information and Communication Technology (ICT) resources and the operational and technical support offered by key ICT staff members.

ICTs in use across the school include iPads, laptops and desktop computers, interactive televisions and projectors and small devices such as Bee-Bots. The school is working with the community to move towards a Bring Your Own Device (BYOD) model to enable students to utilise a common device at school and home. School leaders articulate that strategies are being developed to cater for families requiring support with the new cost. Year 5 students will soon access the BYOD model to support their classroom learning. Staff members articulate that the move from shared laptops to BYOD devices will allow for new routines and ways of teaching and learning. School leaders and teachers articulate the importance of building teacher knowledge and competencies to maximise effective utilisation of the devices for teaching and learning outcomes.

School community members express the belief that every student is able to learn.

A calm and well-organised school environment provides a strong platform for effective teaching and learning. D.I.V.E into Learning including commitment to 'Diversity, Inclusivity, Values and Excellence in Endeavour' provides a framework whereby expectations are taught, relationships are built and learning is valued. Positive and caring relationships are apparent amongst staff members, students and parents. Parents and students acknowledge the positive interactions with the full range of staff and comment favourably regarding the partnership between home and school. The school has embedded universal expectations – 'Tier 1' for all students, and targeted support – 'Tier 2' strategies as part of the Positive



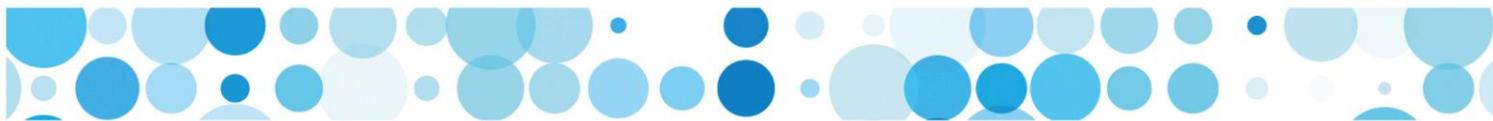
Behaviour for Learning (PBL) framework. Intensive support – ‘Tier 3’ strategies are emerging. Staff members recognise the importance of consistent strategies to maximise learning for all students.

The school utilises a clear Prep to Year 6 Curriculum, Assessment and Reporting Plan.

This curriculum plan carefully aligns the Australian Curriculum (AC) with teaching and learning programs for year levels. Planning meetings are used to align teaching and learning with the intent of the AC. Staff members appreciate the opportunity to develop and deepen their knowledge of the AC. Quality planning sessions and highly effective school-wide documents guide consistent teaching and learning practices across the school. Use of student friendly language in criteria sheets assists students to fully understand learning expectations.

School community members display a sense of pride in the school.

The school has developed a strong reputation within the community, reinforced by comments regarding the positive tone, the community feel, high standards and learning opportunities for students. Parents are supportive of the school and value the teaching team and the quality programs offered. Parents appreciate the level of support provided to all students according to their needs. Teachers present their classrooms as inviting places in which students are able to actively engage in learning. Artefacts to support student learning and displays of student work are apparent in all classrooms. The school grounds are well maintained and cared for.



2.2 Key improvement strategies

Continue to develop personal learning for key staff members and teams managing curriculum and pedagogical directions.

Deepen knowledge and practices of classroom differentiation strategies to cater for the full range of learners.

Further develop collegial opportunities for peer collaboration, observation and feedback that draw upon the expertise of staff across the school.

Deepen teacher knowledge and the school community's understanding of the BYOD model and its links with teaching and learning practices.

Further develop intensive support protocols and strategies for students as part of the school's PBL framework.