Deception Bay 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 **Deception Bay State School** from **26** to **30 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) to 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

Leah Mullane	Internal reviewer, EIB (review chair)
Leanne Riley	Peer reviewer
Paul Herschell	External reviewer

1.2 School context

Indigenous land name:	Gubbi Gubbi
Location:	King Street, Deception Bay
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	286
Indigenous enrolment percentage:	28.3 per cent
Students with disability percentage:	22.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	896
Year principal appointed:	2022 – acting

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, curriculum coordinator, Head of Special Education Services (HOSES), Business Manager (BM), literacy coach, literacy support teacher, learning support teacher, guidance officer, Speech Language Pathologist (SLP), playgroup coordinator, 18 teachers, seven teacher aides, chaplain, administration officer, three cleaners, facilities officer, 43 parents and 72 students.

Community and business groups:

- Learning and Literacy Outreach Program (LALOP) representative and Australian Red Cross representative.

Partner schools and other educational providers:

- Deception Bay State High School principal, Clontarf Beach State School principal and regional engagement officer.

Government and departmental representatives:

- State Member for Bancroft and ARD.

2. Executive summary

2.1 Key findings

A student-centred approach is integral to the school's core values with staff members dedicated to making a difference for all students at the school.

Staff members articulate an understanding that relationships are key to supporting student improvement. Interactions with students are positive, caring and respectful. School improvement priorities are enacted enthusiastically to ensure students are given the best opportunities to improve and succeed. Student support processes and partnerships are developed to remove potential barriers to student learning. Staff members articulate that they are committed to the school, knowing it is a place where they are able to 'make a difference'.

Staff members indicate that high levels of support, care and collegiality are embedded as ways of working within the staff team.

Staff members appreciate the high level of trust and respect shown within the staff team. Caring interactions between staff members support an ongoing collegiality and positive working relationships. Release time is provided to teachers for systematic opportunities to collaborate including coaching sessions. Informal collaboration occurs regularly through the sharing of ideas, strategies and resources. Staff members express colleagues are there to provide support in times of need. They articulate appreciation for the leadership team and their supportive nature in listening to the needs of staff.

The school has a strong team of leaders who support staff in the implementation of the school's Explicit Improvement Agenda (EIA).

Staff members articulate a sense of trust in the leadership team. The school's leadership team includes a range of classified officers and teacher leaders who support the implementation of the EIA. A roles and responsibilities document outlines expectations for school leaders. Staff members indicate that due to the changing context of the school, changes in the leadership team will occur. The principal indicates an intention to revise the current structure of the leadership team to support EIA implementation through a distributed and instructional leadership model.

Teachers indicate they value the commitment school leaders show through the allocation of time and space for them to focus on curriculum and assessment.

Year level teams have begun to engage in a school-wide pre-moderation and post-moderation process for English. Teachers and school leaders describe the pre-moderation process as an opportunity to interrogate the upcoming unit. A comprehensive pre-moderation curriculum calibration unpacking the Australian Curriculum (AC) achievement standards to be assessed is yet to be fully realised. Most school leaders and teachers express the belief that establishing consistent process for internal moderation across learning areas will develop understanding of the AC achievement standards, skills at making consistent judgements in relation to student work, and inform ongoing curriculum planning.

Staff, students and parents articulate students have a strong sense of belonging at school.

Staff members describe the school as an inclusive environment where all students feel welcome and supported. School leaders acknowledge the importance of further unpacking departmental inclusion policies to deepen the teachers' knowledge of included priority groups and the ways inclusion may support all learners and school stakeholders. A shared understanding of inclusion through a whole-school vision is yet to be developed. School leaders articulate the belief that further support of students in moving towards educational inclusion will improve learning outcomes for students within the school's priority groups.

School leaders and staff members express a dedication to supporting all students to engage within the school environment to learn and succeed.

The school has clear behaviour processes at a universal level including rewarding positive behaviour and implementing consequences for inappropriate behaviour. The school uses a 'turn your behaviour around' chart for students requiring additional support, this chart is monitored by the leadership team. Staff and students articulate the school rules and behaviour processes. The leadership team identifies the importance of extending processes to involve targeted and levelled student supports, behaviour data collection and analysis, and collaboratively building an understanding of school-wide behaviour processes.

The school has developed and implemented challenging, locally relevant and engaging learning activities aligned to the AC.

In recent years the school has undertaken a comprehensive curriculum reform process to move away from reliance on the Curriculum into the Classroom (C2C) resource to develop further locally relevant and engaging units of work. Comprehensive whole-school, year/band level and unit plans are shared across the school. Staff members articulate that the process has led to teachers taking greater ownership of the curriculum and students being further engaged in learning activities closely aligned to their lives, experiences, and communities.

Students, parents and school stakeholders describe the school as the centre of the community.

The whole school community speak positively regarding the school and demonstrate a firm commitment to its continued success and positive impact on the greater community. They outline that fostering a positive sense of community is essential to the ethos of the school. Staff members articulate parents as key partners within learning and work to build ongoing relationships. Parents express appreciation for the small school feel and the care provided to their child.

2.2 Key improvement strategies

Drive the implementation of the EIA through a revised and sustainable model of distributed and instructional leadership to develop the capability of all staff members in enacting the agreed strategies.

Build teachers' capabilities in making consistent judgements in student Level of Achievement (LOA) for application of comprehensive school-wide and external moderation practices and phases.

Collaboratively develop a school-wide vision for inclusion to strengthen the range of quality educational adjustments provided for all students including those in priority groups.

Collaboratively review whole-school behaviour processes for consistency of application and effectiveness in promoting positive behaviour.