

Surfers Paradise State School

Action Plan Final Report



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a 12-month check-in review at **Surfers Paradise State School** on **18 May 2017**. It provides an evaluation of the school's performance against the 12 month action plan developed by the school in consultation with the Assistant Regional Director (ARD).

The 12-month check-in was completed by staff from the School Improvement Unit (SIU). For more information about the SIU and the school reviews please visit the [website](#).

1.1 School context

Location:	St. Andrews Ave, Isle of Capri
Education region:	South East Region
Year opened:	1976 (Isle of Capri campus)
Year levels:	Prep to Year 6
Enrolment:	679
Indigenous enrolment percentage:	3.09 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1037
Year principal appointed:	March 2016 – May 2017(acting)
Full-time equivalent teachers:	40.9
Significant partner schools:	Benowa State High School, Keebra Park State High School, Merrimac State High school
Significant community partnerships:	Surfers Paradise Alliance, various sporting clubs
Significant school programs:	Instrumental Music program, Choir, Aerobics, English as an Additional Language or Dialect (EALD) support



1.2 Review team

The review was conducted by:

Alan Whitfield	Senior review officer (case manager)
Gary Austen	Senior advisor
Garry Lacey	Internal reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the 12-month review:

- a desktop review of the school's performance data and other school information;
- consultation with the school's ARD;
- a school visit of up to one day; and
- interviews with relevant staff, students, parents and community representatives, including:
 - Principal
 - Deputy principal
 - Head of Special Education Services (HOSES)
 - Head of Curriculum (HOC)
 - Master teacher
 - 25 teachers
 - Teacher aide
 - 43 students
 - Five parents including two Parents and Citizens' Association (P&C) representatives.



2. SIU monitoring

2.1 Action plan improvement strategies

The 12-month review looked at how the school implemented the improvement strategies from the action plan with the support of the region.

- Sharpen the school's improvement agenda to include specific strategies, targets and milestones that directly relate to student learning gains in reading. Ensure that the agenda is widely communicated and understood by parents, students and staff.
- Engage an external and independent facilitator to support the design of a deliberate and comprehensive community engagement strategy, with reference to the parent and community framework.

2.2 Action plan check-ins

The 12-month review was preceded by the following visits:

Three month	June 2016
Six month	September 2016
Nine month	March 2017



3. Findings

3.1 School performance data

At the time of the 12 month review the student enrolment on OneSchool is 679 students. The enrolment trend indicates a steady decline in student numbers from 721 in 2013 to 700 in 2016. School leaders report increased levels of transience in enrolments.

Improvements in student daily attendance are targeted by school leaders and teachers. At the time of the 12 month review student daily attendance is 92.7 per cent, an improvement from 92.2 per cent in 2016.

Overall attendance patterns have remained steady since 2012, ranging from 91.9 per cent in 2012 to the current level of 92.7 per cent. The number of students attending greater than 95 per cent of the school year has increased from 45.9 per cent in 2016 to 50.6 per cent in 2017. The number of students attending less than 85 per cent of the school year has reduced marginally from 15.4 per cent in 2016 to 15.3 per cent in 2017.

The number of short term School Disciplinary Absences (SDAs) continues to decline and school leaders describe an inclusive process of engaging students in learning and a managed behaviour process that supports students to remain connected with learning.

The 2016 National Assessment Program-Literacy and Numeracy (NAPLAN) indicates Mean Scale Score (MSS) and Upper Two Bands (U2B) improvement in the focus area of reading achievement for students in Years 3 and 5 from 2015 to 2016.

MSS achievement in all NAPLAN strands in Year 3 and Year 5 are similar to Similar Queensland State Schools (SQSS).

In 2016 NAPLAN student U2B performance in Year 3 in the school improvement area of reading is similar to SQSS improving from 44.0 per cent in 2015 to 46.5 per cent in 2016. Year 5 U2B reading performance has trended upwards from 34.0 per cent in 2015 to 37.3 per cent in 2016.

Student achievement at or above the National Minimum Standard (NMS) reading benchmark in Year 3 is 91.9 per cent. This is below the Queensland State Schools (QSS) rate of 94.2 per cent. Year 5 NMS performance in reading is 82.7 per cent and is below the QSS level of 90.7 per cent.

2014-2016 relative gain for matched students completing the Year 3 NAPLAN reading assessment in 2014 and the Year 5 reading assessment in 2016 is below SQSS. Student relative gain in all other NAPLAN strands is similar to SQSS.

The 2016 NAPLAN participation rate in reading assessment ranges from 95.2 per cent in Year 3 to 94.9 per cent in Year 5. Participation in NAPLAN remains high with small numbers of students exempt, absent or withdrawn from the assessment program.



Forty-two parents responded to the 2016 School Opinion Survey (SOS). There is 83.3 per cent parent agreement with the statement, 'This is a good school' and 90.5 per cent agreement with the statement, 'Teachers at this school are interested in my child's wellbeing'.

Student agreement with the survey item, 'My English skills are being developed at my school' is 93.0 per cent. Students surveyed indicate 95.7 per cent agreement with the survey item, 'My teachers provide me with useful feedback about my school work'.

Staff agreement with the survey item, 'I feel that staff morale is positive at this school' indicates 78.1 per cent agreement, a decline from 94.1 per cent in 2015 and from 100.0 per cent in 2014. Sixty-four staff members responded to this item in the 2016 SOS.

3.2 Regional support

The school's ARD and Regional Director have provided ongoing support to the school and the principal. This support has focused on the key improvement actions as identified in the school's action plan and included:

- regular contact including visits to the school, phone conversations and emails;
- discussion regarding the implementation of the 4 year strategic plan and action plan;
- establishment and monitoring of targets;
- provision of support in data analysis including analysis of headline indicators and the data profile;
- strengthening of moderation procedures and best practice networks;
- provision of observation and feedback for the leadership team and staff members;
- coaching of the leadership team;
- building community engagement through the employment of an external consultant; and,
- provision of further resource allocation including staffing and financial resources.

Regional support:

- Provision of support and training regarding unit planning
- Professional Development (PD) for staff members regarding assessment and reporting
- Provision of Principal Education Advisor – Australian Curriculum (PEA-AC)
- Provision of Principal Education Advisor – Reading (PEA-LIT)
- Educational Support Funding program (ESFP) for children in care



Regional Director support:

- Professional and personal mentoring of the principal through provision of an external facilitator

3.3 Observations and general findings

The school has reviewed and refined processes for curriculum delivery across the school. School leaders work alongside key teachers in each year level to develop units of work to enact the implementation of the Australian Curriculum (AC). A half day's release time is provided by the school for this purpose.

Teachers indicate that these collaborative planning processes are valued and allow them to make adaptations, where required, to Curriculum into the Classroom (C2C) units. Quality Assurance (QA) processes are undertaken to ensure that adaptations maintain alignment with related achievement standards.

Units of work are centrally stored and teachers express satisfaction with the accessibility of units of work. Teachers articulate the value of recording adaptations so that over time units of work are contextualised for the school and its students.

The school has updated its assessment schedule and internal moderation activities are undertaken each term. School leaders indicate that these moderation sessions allow teachers to engage in deeper conversations regarding student work samples, teaching approaches and the reporting of student achievement levels. Moderation processes beyond the school are yet to occur.

The manner in which school leaders and teachers utilise data to inform curriculum planning and to build cohort and individual targets, particularly for high performing students, is yet to be detailed.

The leadership team has narrowed the focus of the school's improvement agenda to include specific strategies aimed at improving student learning outcomes in reading. The use of data, improved pedagogical strategies and feedback are key elements of the reading agenda communicated to staff members.

The leadership team has developed an expectation that all teachers will implement guided reading in their classrooms at least three times per week. This guided reading focus is supported by independent rotational activities in reading that vary from classroom to classroom. Teacher aide support is aligned to classroom timetables.

The school has recently established a guided reading placemat in an endeavour to support a consistency of practice across the school. It is apparent that further work needs to be undertaken to ensure that the expected elements of guided reading are implemented consistently in all classrooms.

There is an expectation that guided reading lessons will have a focus on the development of comprehension skills. This is a work in progress across the school with teachers reporting more time is required to plan for and implement this element of the reading placemat.



Many teachers report they are utilising PM Benchmark and PROBE data to assist with the formation of guided reading groups. Deeper use of data to determine starting points for the teaching and learning process is not yet consistent. Opportunities for teams of teachers to meet to discuss their reading data with colleagues are yet to be established across the school.

The leadership team reports that classroom walkthroughs occur to support the implementation process in reading. Teachers indicate that these walkthroughs are intermittent with limited relevant feedback received to enhance their practice.

Some teachers speak confidently regarding the alignment of their work in reading with planning undertaken for English and links to the AC achievement standards and content descriptions. It is apparent that further work needs to occur to ensure a more consistent alignment in all year levels.

An external facilitator is engaged to facilitate forums exploring current and preferred strategies to build closer connections with community stakeholders. The Community Engagement Strategy is currently in draft form. School leaders indicate that this process has laid the foundations for enhanced levels of respectful and collaborative interactions.

School leaders describe the engagement strategy in terms of improving the relationship between the Parents and Citizens' Association (P&C) and staff members, improved communication, opening the lines of communication between parents and staff and developing stronger links with external providers and community partners.

School leaders outline a range of communication strategies employed to provide information to parents and community members. These strategies include the display of term curriculum overviews adjacent to each classroom, the use of social media and Short Message Service (SMS) in conjunction with newsletters and special days celebrating student learning each term. Parents indicate that communication outward from the school continues to improve.

P&C members acknowledge that work has commenced to build a shared vision and establishing productive meeting procedures. They indicate that alignment of school and P&C directions is an area for further refinement.

Parents indicate that forward planning and the timely provision of information is improving. They suggest that the continued development of an open and transparent culture remains a priority area. Parents acknowledge school leaders are approachable and are focused on solving problems that enable students to engage in learning.



4. Outcomes

The SIU recognises the emerging school improvements that have been initiated over the past twelve months.

A foundation for school improvement is established. The ongoing success of this work will be dependent upon the individual and collective capacity development of school leaders.

Staff members outline a collaborative process to build a whole-school approach to the teaching of reading. They indicate that there have been PD opportunities to develop knowledge and understanding regarding the effective teaching of reading. Ensuring consistent approaches to the implementation of guided reading is referred to by many teachers as the priority area of the action plan.

Guided reading lessons are a feature in classrooms. Teachers indicate that they are committed to implementing the steps outlined in the guided reading program. They outline a commitment to building increased whole-school levels of consistency in guided reading practices and the focus on developing reading comprehension skills.

School leaders are monitoring guided reading implementation through curriculum planning and scheduled walkthroughs. Teachers indicate that they would value more frequent and structured feedback opportunities.

Most teachers speak confidently regarding the use of group rotations to build student competence in reading. They indicate that further opportunities to meet and discuss student performance data, within the context of school and class targets would be welcomed.

Teachers indicate that the embedding of the current improvement agenda needs to remain a priority.

Parents acknowledge that school leaders continue to build connections with the community that positively position the school.

The Regional Director and ARD are committed to continuing their close support and guidance for the leadership team at the school.

5. Conclusion

Based on the findings from the 12-month review, and information gathered at the previous three-month check-ins, the SIU concludes:

There is sufficient implementation of the key improvement strategies for the SIU to finalise its support and monitoring of **Surfers Paradise State School**.