



# School Improvement Unit Report

## Crestmead State School Executive Summary

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Crestmead State School from 9 to 12 June, 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	27-61 Augusta Street, Brown Plains
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1984
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	1057
<b>Indigenous enrolments:</b>	9 per cent
<b>Students with disability enrolments:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	959
<b>Year principal appointed:</b>	2015 (acting)
<b>Number of teachers:</b>	54
<b>Nearby schools:</b>	Marsden State School, Burrowes State School
<b>Significant community partnerships:</b>	Police-Citizens Youth Club (PCYC), AMAZE Early Education Centre, Ganyjuu, Scripture Union Queensland, Logan Education Alliance (LEA), Griffith University, Queensland Police Service (QPS), QUOTA
<b>Unique school programs:</b>	Shine, Drumbeat, Me - Managing Emotions program, KAPA HAKA, Solid Pathways, Deadly Choices, PLT - Options Program, Early Learners Club, QUOTA QuoCKa Reading, Mini Lit Year 2, Multi Lit Year 3+, DISCO, Ganyjuu Homework Club



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
  - Principal and leadership team
  - Pedagogical mentors, Head of Special Education Services (HOSES), Head of Curriculum (HOC), behaviour advisory teacher, physical education teacher, music teacher, guidance officer
  - 27 teachers, seven teacher aides
  - Business Services Manager, two administration officers
  - Community representative from Crèche and Kindergarten
  - Two representatives from the Early Learning Centre
  - 25 parents, 40 students
  - Local Logan City councillor
  - Deputy Principal from Marsden State High School
  - Parents and Citizens' (P&C) association representative, tuckshop convenor
  - Five Aboriginal and Torres Strait Islander community representatives, Pacific Islander community representative

### 1.4 Review team

John Enright	Internal reviewer, SIU (review chair)
Frank Schoonderbeek	External reviewer
Danielle Priday	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has a comprehensive whole school curriculum plan which has been developed with reference to the Australian Curriculum and Curriculum into the Classroom (C2C).

The curriculum plan aligns with the school's pedagogy, assessment and reporting structures.

- An explicit school improvement agenda is evident and is known by most staff.

The school has developed an explicit school improvement agenda, linked to the pedagogical framework, with a focus on reading and numeracy through data, differentiation and professional learning communities. Some staff indicated that the priorities are broad.

- A structured framework for instructional leadership has been formulated this year.

The framework espouses various leaders working together across the school to improve pedagogical practices and student outcomes. Roles are articulated, but responsibilities around some aspects such as line management, expectations, accountability and instructional leadership are not explicit.

- The development of professional learning teams is evident.

The professional learning teams enhance collegiality, team work and a whole school shared responsibility for improving student outcomes. This is increasingly gaining acceptance within the school as an effective method of developing staff capacity.

- A comprehensive induction program is clearly evident.

The school has nineteen new teachers this year and staff interviewed stated that the induction process and the ongoing support provided is effective and appreciated.

- There is evidence of gains in academic achievement.

Staff are hardworking and committed to improving student outcomes which has resulted in improved academic outcomes in some areas.

- School Wide Positive Behaviour Support (SWPBS) policy and procedures are implemented.

The SWPBS program explicitly sets out expected behaviours in all areas of the school. There is a focus behaviour drawn from data on OneSchool that is explicitly taught in all classrooms each week. Some staff indicated inconsistency in the application of the school-wide behaviour management process.



- There is a formalised approach to data collection and analysis.

School staff are committed to the school-wide analysis and discussion of collected data on student outcomes, including academic, attendance and behavioural outcomes.



## 2.2 Key improvement strategies

- Review the improvement agenda to narrow the focus around identified aspects of reading and numeracy and link them to measurable targets and timelines.
- Identify and embed high-yield strategies to further improve academic achievement.
- Improve consistency and communication of behaviour management processes across all learning environments, including the leadership team and specialist areas, and clearly align all behaviour support initiatives under the SWPBS program.
- Revisit the instructional leadership framework to ensure the responsibilities of team members are explicit.
- Continue to develop professional learning teams so they are an accepted and embedded part of the teaching and learning culture at the school.