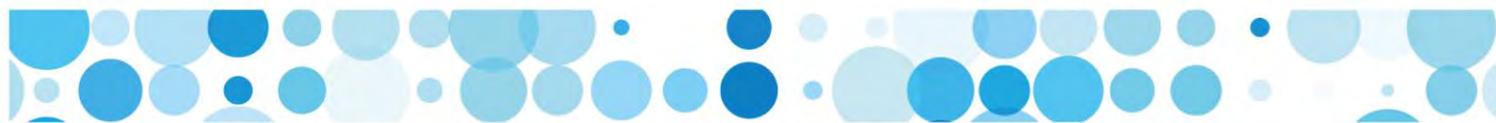


Crestmead State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Crestmead State School** from **19 to 22 February 2019**.

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.

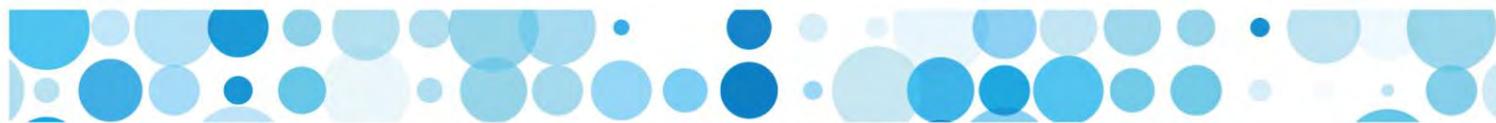
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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

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

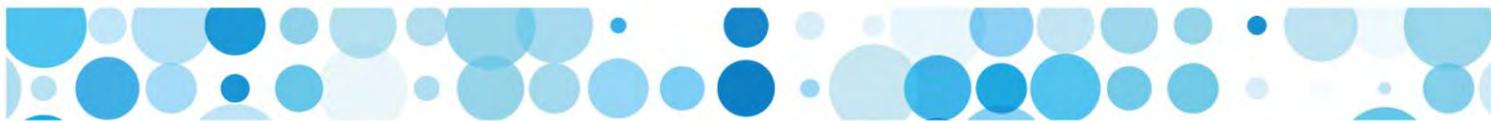
1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Phil Savill	Peer reviewer
Samantha Donovan	Peer reviewer
David Curran	External reviewer



1.2 School context

Location:	Augusta Street, Crestmead
Education region:	South East Region
Year opened:	1984
Year levels:	Prep to Year 6
Enrolment:	1267
Indigenous enrolment percentage:	10 per cent
Students with disability enrolment percentage:	23.5 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD) 9 per cent – verified
Index of Community Socio-Educational Advantage (ICSEA) value:	938
Year principal appointed:	2016
Day 8 Staffing teacher full-time equivalent (FTE):	84
Significant partner schools:	Burrowes State School, Marsden State School, Marsden State High School, Kingston State College, Berrinba East State School
Significant community partnerships:	Kingston State College, Logan Education Alliance (LEA), I CAN Network – Autism support, Logan City Teacher Education Centre for Excellence (TECE), Woodridge Cluster English as an Additional Language or Dialect (EAL/D) Network – Memorandum of Understanding (MOU) in place, Scripture Union Queensland Under Development: Rights Respecting School (Dean Park Primary School, Edinburgh, Scotland), Police-Citizens Youth Club (PCYC) Crestmead, University of Southern Queensland (USQ) – Samoan study
Significant school programs:	Positive Behaviour for Learning (PBL), Sound Waves – phonics, Heilani Group – Culture Club (Pasifika culture and dance), instrumental music including Year 2 violin immersion program, Upper Two Band (U2B) Boost program, MiniLit, MultiLit, Differentiated Intervention Supporting Classroom Outcomes (DISCO), Prep Metalinguistic Awareness Program (PMAP), Speech Language Pathology (SLP) therapy program, DRUMBEAT, Early Learners Club



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, six deputy principals, Head of Curriculum (HOC), three pedagogical mentors, eight specialist teachers in Humanities and Social Sciences (HASS), guidance officer, two Speech Language Pathologists (SLP), Spanish language teacher, EAL/D teacher, Health and Physical Education (HPE) teacher, nine learning partnership teachers, specialist music teacher, instrumental music teacher, Community Education Counsellor (CEC), 47 classroom teachers, 32 teacher aides, Queensland Teachers' Union (QTU) and Local Consultative Committee (LCC) member, Business Manager (BM), five administration officers, nine ancillary staff members, 80 parents, 89 students, curriculum team, Information and Communication Technology (ICT) team, three Professional Learning Teams (PLT), Positive Behaviour for Learning (PBL) team and year level team leaders.

Community and business groups:

- Early Learners Club staff members, I CAN Network manager, coordinator Outside School Hours Care (OSHC) program, Parents and Citizens' Association (P&C) executive, school council chair, school chaplain and three tuckshop employees.

Partner schools and other educational providers:

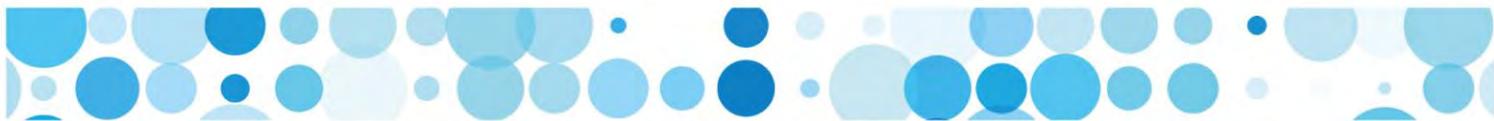
- Principal local feeder high school and Crèche and Kindergarten (C&K) coordinator.

Government and departmental representatives:

- Electorate manager for State Member for Woodridge, State Member for Woodridge and Minister for State Development, Manufacture and Planning and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2015-2019
OneSchool	School Data Profile (Semester 2, 2018)
Professional learning plan 2019	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation planner
School data plan	Professional development plans
School Opinion Survey	Responsible Behaviour Plan for Students
Headline Indicators (Semester 2, 2018 release)	School based curriculum, assessment and reporting framework
School newsletters and website	



2. Executive summary

2.1 Key findings

Staff value positive and caring relationships that promote successful learning.

Staff members take pride in accepting, supporting and encouraging the learning, social and emotional development of students who come to the school. There is a commitment by school staff members to the wellbeing and learning of each student. Students articulate that they feel supported and cared for by the staff members and that positive relationships exist between students and staff.

Curriculum planning processes in the school are collaborative in nature with strong commitment from teachers to implementing agreed curriculum units.

Each teacher is allocated an agreed learning area in which to develop a unit of work. Many of these units are previously established with teachers checking all required elements of the unit are available for use by colleagues. Year level teams meet to verify this work and use a checklist to quality assure the unit to be implemented. This process is fostering a consistency of implementation for curriculum units delivered across each year level and is promoting delivery of the Australian Curriculum (AC) across the school.

The school has a positive tone with an expectation that every student will learn and achieve positive outcomes.

The whole-school processes for managing student behaviour through the Positive Behaviour for Learning (PBL) framework is generating classroom environments that are calm, orderly and inviting. The school's Responsible Behaviour Plan for Students (RBPS) is underpinned by four rules – *'Be a Learner, Be Co-operative, Be Respectful and Be Safe'*. Students are able to articulate these rules and how they should be applied to maintain the school's supportive environment. The rules are further supported by weekly lessons and PBL rewards that include stickers, certificates, postcards and acknowledgement through celebration at school assemblies.

The principal has established a model of shared leadership to implement school programs and operations.

Detailed statements of roles and responsibilities for school and teacher leaders are developed to guide their work in the school. Action plans that articulate a strategic direction for priority programs and detail key strategies, implementation timelines and provide targets to measure success are yet to be developed. The principal recognises the importance of regularly meeting with school and teacher leaders collectively and individually to monitor the implementation of the school's priority programs and to measure success against aspirational targets.



The school's leadership team has identified building a culture of inclusion as a key focus area for 2019.

A model for supporting the needs of students with disability and other students with diverse learning needs in classrooms is in the early stages of implementation. Timetabled support to assist student learning in classroom environments is emerging to reflect current systemic inclusion and differentiation policies. The school leadership team recognises the need to strengthen strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.

The principal establishes targets for school performance that appear in the school's Annual Implementation Plan (AIP).

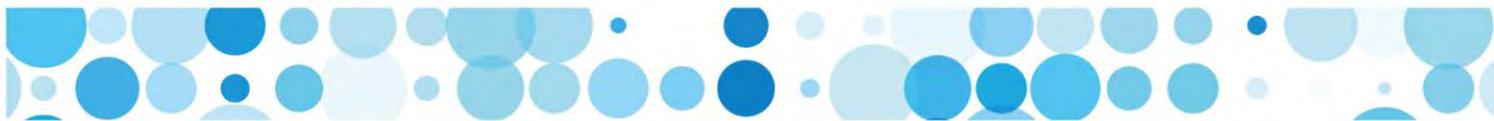
These targets predominantly relate to the school's National Assessment Program – Literacy and Numeracy (NAPLAN) performance. Specific targets relating to student achievement indicated by school-based data are yet to be developed. The principal recognises the importance of establishing clear targets for student learning that are monitored through regular data cycles and promote a belief that further improvements in student outcomes are possible.

Members of the leadership team are committed to leading curriculum, teaching and learning.

School leaders participate with staff in Professional Development (PD) conducted in the school. They lead Professional Learning Team (PLT) meetings and have attended PD and networking opportunities aligned to the school's improvement agenda and other priorities. The principal supports enhancing the leadership team's capacity to lead the strategic agenda of the school, including further development of their capacity and abilities as instructional leaders.

The principal makes strategic and operational decisions relating to curriculum, teaching and learning in consultation with key staff.

The 2019 Investing for Success (I4S) funding directs resources to building the capability of staff members, the coaching and mentoring program and the purchase of additional Human Resource (HR) allocations. An extended leadership team, consisting of six deputy principals, Head of Curriculum (HOC) and four pedagogy mentors, assists in the leadership of curriculum, teaching and learning. The principal is investing significant resources to enhance student learning in a wide range of programs and is committed to establishing processes to systematically monitor, review and evaluate the effectiveness of human and financial resource allocations in priority areas to ensure they are maximising outcomes for all students.



The leadership team is committed to the development of staff into an expert teaching team.

Capability development at the school is offered through a range of learning opportunities. These include collegial engagement through PLTs, mentor support, Watching Others Work (WOW), instructional coaching, learning walks, videos of practice, lesson observations and classroom profiling. Additionally, the skills and talents of experienced staff members and the leadership team, and the engagement of experts through internal and external learning opportunities are utilised to support capability development of school staff.

A key aspect of the capability development process for teachers is the work undertaken in PLTs.

These teams meet for an hour each fortnight with the agenda set by the school's leadership team. The work undertaken includes data discussions, moderation processes, sharing of teaching practices, learning in relation to high-yield strategies and liaison with Learning Partnerships Team (LPT) teachers. These PLTs are welcomed by teachers as opportunities for collegial sharing and the development of mutual trust and respect within the teaching team. Teachers report they value the opportunities that school leaders take to attend and support these meetings.

The school has developed a differentiation planner that all teachers utilise to plan learning experiences for students.

This process provides for in-depth conversations regarding student progress and the analysis of pre, mid and post assessments. Adjustments to student learning are planned using five-week data cycles with PLT meetings discussing student performance and reflecting on teaching practice. Staff members speak highly of the effectiveness of this differentiation planning tool to plan for the different needs of students in their classrooms. This process is providing an opportunity to build the data capacity of teachers in key school priority areas.



2.2 Key improvement strategies

Review the key responsibilities for the executive leadership team to ensure a strategic direction is developed that includes accountabilities, key actions and implementation timelines, and ensure these are regularly monitored against the school's agreed priorities.

Strengthen strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.

Establish clear targets for student learning that are monitored through regular data cycles and promote a belief that further improvements in student outcomes are possible.

Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching.

Systematically monitor, review and evaluate the effectiveness of human and financial resource allocations to ensure they are maximising outcomes for all students.