

Childers State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Childers State School** from **1 to 3 November 2017**.

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

Lesley Vogan	Internal reviewer, SIU (review chair)
Darren Marsh	Peer reviewer
Norman Hunter	External reviewer



1.2 School context

Location:	Mungomery Street, Childers
Education region:	North Coast Region
Year opened:	1890
Year levels:	Prep to Year 6
Enrolment:	315
Indigenous enrolment percentage:	11.1 per cent
Students with disability enrolment percentage:	3.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	949
Year principal appointed:	2003
Full-time equivalent staff:	21.7
Significant partner schools:	Isis District State High, Cordalba State School, Goodwood State School
Significant community partnerships:	District Schools, Early Educators, Regional Council, Isis Community Pre-school & Kindergarten
Significant school programs:	Outdoor Education, Promoting Alternative Thinking Strategies Program (PATHS), Instrumental Music



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, master teacher, guidance officer, Head of Special Education Services (HOSES), Business Manager (BM), Speech Language Pathologist (SLP), 17 teachers, 12 teacher aides, chaplain, three Parents and Citizens' Association (P&C) executive members, Indigenous Elder, 32 students and 20 parents.

Community and business groups:

- Director of Isis Community Pre-school & Kindergarten and Minister Fraternal group.

Partner schools and other educational providers:

- Principal Childers State High School.

Government and departmental representatives:

- Deputy Mayor of Bundaberg Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Observation Records
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	



2. Executive summary

2.1 Key findings

The school has a distinctive culture, characterised by a strong, clear sense of purpose focused on student learning.

The school leadership and staff have made the link between positive, caring relationships and successful student learning, setting high and explicit expectations for both, leading to a balance of learning experiences that are aimed at educating the whole child.

The school has a professional team of highly capable staff members who are hardworking, collegial and committed to achieving improved learning outcomes for all students.

Staff members are aware of the school's improvement agenda and have various levels of understanding of the work they need to do within the agenda. Staff members have high levels of trust in the leadership team and their colleagues.

A high priority is given by the leadership team to the analysis and discussion of external and internal data.

This includes academic, behavioural and attendance data sets, to inform and drive the school's improvement agenda. Most teaching staff discuss and analyse this data with other teachers, predominantly within the year levels or early or middle learning teams.

It is expected all teachers will participate in pre- and post-moderation of curriculum units.

In the pre-moderation phase teachers work with year level colleagues to determine the learning intentions, success criteria or proficiency scales. Internal post-moderation includes year level teachers discussing student work and the standard achieved. All teachers discuss collegial moderation processes. This process varies from year level to year level and the small number of teachers within a cohort can limit the depth and breadth of the collective knowledge and understanding of the standard required. External moderation is not yet part of school practice.

Teachers work hard at understanding where students are in their learning.

Many staff members are using formative data to determine performance groups and starting points for teaching. The understanding and capability of teachers in differentiating for the full range of students in their class, including high performing students, are variable.



There is evidence of coaching and modelling throughout the school.

The master teacher and Speech Language Pathologist (SLP) and guidance officer work with teachers within classrooms to model expectations for the implementation of new programs and expected practices. The principal quality assures the implementation of expected practices through co-verification observations. There is some opportunity for teachers to participate in peer observation.

Students are able to describe a range of ways teachers provide them with feedback regarding their learning.

Teachers use proficiency scales to support students to identify areas of strength and understanding across a number of learning areas. Some feedback regarding student work is provided through goal setting and conferencing enabling students to identify areas for improvement. Teacher confidence and expertise in providing effective, regular and timely feedback to students, in forms that make clear what actions individuals can take to further learning progress, are developing.

The school has established itself as an important participant in the educational and cultural life of the town.

Community members outside the school speak highly of the role the school plays in supporting town events. The main thrust of the school's involvement in local activities is as contributors and it is clear that important learning takes place for the students. The principal identifies growing self-confidence in students stepping up for responsibility outside the school, a developing sense of citizenship, and a growth in feelings of self-worth as students experience the exhilaration of contributing to the welfare of others.



2.2 Key improvement strategies

Focus Professional Development (PD) on ensuring all teachers have a high level of data literacy and are able to effectively utilise data to inform teaching and learning.

Build on school planning and moderation practices to enable staff to participate in scheduled, rigorous, and ongoing conversations regarding the best ways to maximise student learning and wellbeing.

Continue to develop and implement processes to support teachers in differentiating for the full range of students in their classrooms including high achieving students.

Create further opportunities for teachers to observe each other work and reflect on best teaching practice.

Continue to develop the student feedback model, providing effective, regular and timely feedback to students to make clear what actions individuals can take to further their learning progress.