

Peachester State School

Executive Summary



School
Improvement
Unit





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	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Peachester State School** from **30 April** to **1 May 2018**.

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

Mona Anau	Internal reviewer, SIU (review chair)
John Bosward	Internal reviewer, SIU
Mark Pennycuick	Peer reviewer



1.2 School context

Location:	Peachester Road, Peachester
Education region:	North Coast Region
Year opened:	1892
Year levels:	Prep to Year 6
Enrolment:	78
Indigenous enrolment percentage:	8.9 per cent
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1033
Year principal appointed:	2018
Full-time equivalent staff:	7.34
Significant partner schools:	Beerwah State High School, Maleny State High School
Significant community partnerships:	Beerwah Returned and Services League of Australia (RSL), Guppies Early Learning Centre
Significant school programs:	Stephanie Alexander Kitchen Garden (SAKG), Positive Behaviour for Learning (PBL), North Coast Region Numeracy Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five teachers, two teacher aides, Business Manager (BM), administration officer, 14 parents and 10 students.

Community and business groups:

- Two community volunteers, Parents and Citizens' Association (P&C) president and representative Guppies Early Childhood Centre.

Partner schools and other educational providers:

- Beerwah State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2018
Headline Indicators 2017	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview 2018
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan 2018	School Opinion Survey 2017
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school and community are committed to supporting students in developing a strong foundation of learning skills.

The broader community holds the school in high regard and articulates strong appreciation for the school's work. Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs.

Students, staff and community members have an obvious sense of belonging and pride in the school.

Parents are viewed as partners in their child's learning. Parent information sessions are held to keep parents informed of the latest school and educational initiatives. Community volunteers and parents are visible in classrooms supporting reading, curriculum activities and other school programs.

Staff members express the importance of creating a positive and inclusive culture that caters for the needs of all students.

School leaders and staff members believe that all students are capable of learning successfully when motivated and given the appropriate support and opportunities to demonstrate their learning.

The school has identified writing as an Explicit Improvement Agenda (EIA) item.

Staff members acknowledge that there is a consistent approach towards the teaching of reading and numeracy. Teachers and support staff members indicate the need for a more consistent approach towards the teaching of writing to improve students' writing skills across the school.

Teachers accept personal responsibility for driving the improvements in teaching throughout the school.

There is evidence that some teachers are using elements of Anita Archer's¹ work regarding explicit teaching. Anchor charts are visible in some classrooms and there is evidence that some teachers are using warm-ups. Consistent school-wide pedagogical practices are not yet apparent. A systematic school-wide process to provide observation and feedback on teaching practice is emerging through the development of the Collegial and Coaching Engagement framework.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students.

Conversations with teachers indicate that they value constructive feedback designed to improve professional practice. A school Collegial and Coaching Engagement Framework has recently been collaboratively developed and will be implemented in the future.

Staff members monitor school-wide achievement data and student progress.

Some staff meetings engage in the discussion of data with a focus on identifying gaps and trends over time. Conversations relating to moderation reveal achievement patterns inform teaching practice. Scheduled regular opportunities for staff to work with colleagues, the principal and curriculum leaders to review, analyse and discuss student achievement data, and develop strategies for continuous student improvement are not yet apparent.

The school gives priority to constructing learning experiences that are accessible, engaging and challenging for all students.

The school has worked towards creating a curriculum that is inspirational and responsive to local needs including through the Stephanie Alexander Kitchen Garden (SAKG) program. This program enables students to grow vegetables, harvest, cook and share seasonal produce. The program is highly valued by parents, staff, students and the community.



2.2 Key improvement strategies

Develop an action plan to implement a consistent approach towards the teaching of writing including systems for regular monitoring of program effectiveness.

Collaboratively develop and implement a school-wide, research-based pedagogical framework including systematic processes to provide feedback on classroom practice.

Implement the school's Collegial and Coaching Engagement Framework.

Schedule regular opportunities for staff to work with curriculum leaders and colleagues to review, analyse and discuss student achievement data and develop strategies for continuous student improvement.