

Virginia 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 **Virginia State School** from **20 to 22 June 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 which prioritise future directions for improvement.

The 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) discuss the review findings and improvement strategies.

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

1.1 Review team

Phil Mc Lucas	Internal reviewer, SIU (review chair)
Joanne Sinclair-Jones	Peer reviewer
Mark Wright	Peer reviewer



1.2 School context

Location:	Sandgate Road, Virginia
Education region:	Metropolitan Region
Year opened:	1920
Year levels:	Prep to Year 6
Enrolment:	452
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	4.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1050
Year principal appointed:	2017
Full-time equivalent staff:	29.5
Significant partner schools:	Wavell Heights State School, Wavell State High School
Significant community partnerships:	Parents and Citizens' Association (P&C) committee, Music committee, Aboriginal and Torres Strait Islander Parent committee
Significant school programs:	Instrumental music program, reading program (incorporating the Accelerated Reader program), Play is the Way



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), guidance officer, Business Services Manager (BSM), P&C executive, 18 parents, 31 students, Support Teacher Literacy and Numeracy (STLaN), students with a disability teacher, 24 teachers, Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC) coordinator, indigenous community representative, tuckshop convenor, uniform shop convenor and student welfare officer.

Partner schools and other educational providers:

- Principals Wavell Heights State School and Wavell State High School and Indigenous Equity Pathways Officer Australian Catholic University (ACU).

Government and departmental representatives:

- ARD and State Member of Parliament for Nudgee.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey (2016)
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

School staff members are committed to improving learning outcomes for all students with a clear vision being established for the school.

An Explicit Improvement Agenda (EIA) is developed for the school that articulates high expectations for all students in reading. All teachers can speak confidently regarding their work in the reading improvement area. All parents are able to identify reading as a priority focus in the school and students speak enthusiastically about achieving reading goals and gaining reading awards.

Moderation of student work is an important feature of the curriculum cycle.

Teachers engage in formal moderation processes each term. In this process teachers moderate an on-balance judgement of students' Levels of Achievement (LOA) in reading and writing. Teachers report that informal processes are used in some year levels to moderate student work in other learning areas. School cluster moderation processes are well established and further inform teacher understanding regarding effective teaching and learning. Teachers are utilising student folios to collaboratively make judgements about student learning and the application of A-E achievement standards. Teachers indicate they highly value these opportunities.

The school prides itself as a school of excellence in music.

There is strong community engagement whereby parents and grandparents participate and learn alongside the students. There is a high expectation that all students participate in the music and instrumental program that has a stage band, concert band and choir. The program sets high expectations and standards with targets and goals linking to academic, behaviour and values outcomes. The school has an annual event called *Musical Morning of Madness* where all classes perform a song, raising funds for charities and their own community. Families from out of catchment are attracted to the program and its success. The concert band participates in an annual performance tour called 'on the road performance' where the school raises funds to support this.

The school's leadership team and teaching staff members express a commitment to implementing curriculum relating to the learning areas aligned to the Australian Curriculum (AC).

Teachers are provided with a curriculum planning half day each term whereby they meet with year level colleagues and are supported in the planning process by the Head of Curriculum (HOC). This planning time allows teachers to collaboratively plan curriculum units. Teachers report they value this time to plan with their colleagues and school leaders and indicate the need to spend more time collaborating to build deeper understanding of the AC.



School staff members are committed to improving learning outcomes for all students.

Year level teams meet with the HOC each term to plan goals for their students. Teams meet to review students' progress towards reading and writing goals. The principal and deputy principal conduct instructional rounds and provide feedback to teachers in a regular cycle. The manner in which all staff members are engaged in the process to support attainment of the EIA is not yet clear. The roles and responsibilities of all staff in supporting the EIA are yet to be established and understood by all.

Staff members believe that all students are capable of learning successfully and are at different stages in their learning and progress at different rates.

Extension and intervention opportunities are provided for students in different year levels of the school. Many models used in the school are based on withdrawing students from classes. Staff and community understanding of current models and school-wide process that support differentiation varies. The leadership team recognises a need to engage all specialist staff in developing a fully inclusive model to support student learning across the school.

Classroom teachers are able to identify and address the individual learning needs of students with a focus on reading and writing.

There is a range of formats and styles of differentiation implemented in the school. Some classroom teachers are employing differentiation processes for individual students and groups, especially in reading and writing. A consistent school-wide process for differentiation practices and strategies is yet to be developed.

The leadership team has developed a feedback culture.

Processes that provide opportunities for staff to receive constructive and relevant feedback regarding their teaching continue to be implemented. Walkthroughs and formal observations to evaluate the effectiveness of teaching are offered to the staff and are developed around specific areas that the individual teacher has self-identified. Staff levels of engagement in the coaching and feedback process varies.

Parents and students identify the school as a happy and warm learning environment.

Parents and students have a voice through the student council and the Parents and Citizens' Association (P&C). Students encourage each other to do their best at all times. Parents and staff members speak highly of parental engagement within the school. This includes supporting students through volunteering in classrooms, in the tuckshop, involvement in the P&C, the school music program and supporting Health and Physical Education (HPE) activities.



2.2 Key improvement strategies

Further develop and implement the curriculum planning cycle, aligned to the AC, to ensure that teacher knowledge and understanding continue to be deepened.

Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all staff and ensure these are effectively communicated to, and understood by all.

Further embed strategies to ensure inclusive education practices at the school genuinely support an integrated approach for students with disability and other students with diverse needs within the classroom setting.

Support classroom teachers in planning differentiated learning experiences using a school-wide consistent approach to ensure students are appropriately engaged, challenged and extended in their classroom learning.

Further develop and implement the school's observation and feedback process which involves all teachers and all school leaders.