

Virginia State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Virginia State School** from **16 to 18 February 2021**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Wayne Troyahn	Internal reviewer
Leonard Fehlhaber	External reviewer



1.2 School context

Location:	Sandgate Road, Virginia	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	495	
Indigenous enrolment percentage:	3.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	8.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1087	
Year principal appointed:	2021 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum, Business Manager (BM), two administration officers, 23 teachers, 14 teacher aides, two cleaners, schools officer, 32 parents and 75 students.

Community and business groups:

- Young Men’s Christian Association (YMCA) Outside School Hours Care (OSHC) coordinator, Virginia Dolphins Swimming Club president and Parents and Citizens’ Association (P&C) president.

Partner schools and other educational providers:

- Teacher Goodstart Early Learning Childcare Centre.

Government and departmental representatives:

- State Member for Nudgee and ARD.



1.4 Supporting documentary evidence

Behaviour Expectations Matrix	Case Management template and notes
Investing for Success 2021	Strategic Plan 2018-2021
Roles and Responsibilities	Assessment & Data Plan 2020-2022
2021 Draft Budget	Data Analysis Meeting template
Intervention Plan	Data Team Meeting Minutes
Draft Pedagogical Framework	Case Management process
The Ekka Comes to VSS information	Professional learning plan 2021
Student Support Referral Form	Class tracking sheets
Student Support information document	Whole School Curriculum Plan
Reading Framework	Prep Transition presentation
School Opinion Survey	P&C Principals Report
Individual Behaviour Support Plan	School newsletters and website
Curriculum Planning Timetables	Student Code of Conduct
OneSchool	School budget overview
Annual Implementation Plans 2020 and 2021	School Improvement Priorities 2020 and 2021
Student Support Committee Meeting minutes	Report Card writing information and examples
Individual Curriculum Plan and Verification information	Curriculum Moderation templates and documentation
Instrumental Music P&C subcommittee minutes	



2. Executive summary

2.1 Key findings

The school is actively building a culture of inclusion in which difference is valued and celebrated.

Individual interests and the motivations of students are harnessed through the myriad of lunchtime clubs. Staff members articulate that the clubs began as quiet, safe spaces for students. The lunchtime clubs have become exceptionally popular with the wider student population. Students speak excitedly of attending Lego, science, gardening, coding, Ocean Crusaders, handball, card games and art clubs. The wide range of clubs supports the social and emotional needs of many students.

Leaders are fostering a solutions-based approach that is promoting best outcomes for all students.

The school has recently transformed the approach to support and intervention in the school. Some parents have made a conscious decision to move their child to the school due to its reputation as a quality school that provides excellent in-class support for students. Members of the newly formed 'Support Team' express appreciation for the collective efficacy of the team. They indicate that they are now supporting a wider range of students to access learning in the classroom.

Staff members, parents and community members express commitment to the continuous improvement of the school.

Staff are committed to every student's success and supportive of whole-school improvements to achieve this goal. Staff members articulate reading as the long-term school improvement priority. Knowledge and understanding of the school's current improvement priorities are yet to be articulated by staff members. Leaders acknowledge that the Explicit Improvement Agenda (EIA) is yet to be refined to an explicit and sharply focused priority that has shared meaning for all school community members. Leaders express the desire to develop a systematic process for identifying, monitoring, and reviewing strategies aligned to narrowly focused priorities.

Staff members identify that a range of pedagogical practices is utilised across year levels.

Leaders are developing processes to communicate expectations regarding teaching practices that could be adopted within classes. The greatest consistency of practice is identified by teachers as in the teaching of reading. The reading rotations and Accelerated Reading program are embedded across the school and celebrated by staff members and parents. Teachers express support for the consistency of pedagogical practices utilised in the teaching of reading and writing.

**Leaders are key drivers in the curriculum planning process.**

School leaders articulate support for the monitoring of curriculum delivery that occurs at the Week 5 staff meeting and forms a mid-unit curriculum check-in. Teachers interrogate the effectiveness of current unit plans in cohort teams, and examine available formative assessments to inform next steps in teaching. Processes to monitor and quality assure that the intended curriculum is enacted in all learning areas, across all year levels, are emerging.

School leaders demonstrate commitment to continuous improvement in teaching practices throughout the school.

Leaders articulate a strong conviction that improved pedagogical practice across the whole school is essential for improved student learning. Some leaders assist teachers by modelling and mentoring good pedagogical practice. Some teachers indicate that they have participated in peer-to-peer observation and feedback. Formalised opportunities for observation and feedback for, and of, teachers and leaders are yet to be implemented. Most teachers indicate that they would welcome a consistent observation and feedback approach to assist them in developing teaching practice.

Staff members proudly describe the 'reading culture' that permeates the school.

Teachers and students express strong support for the school's reading program. The Accelerated Reading program provides great motivation for students including components such as the 'millionaires club' whereby students receive rewards for every million words they read in the program. Teachers express support for the influence of the program. Parents strongly support the holiday reading challenge. Students enthusiastically share their desire to read as often as possible.

Parents articulate that the school is a 'school of choice'.

Many parents suggest that they have been drawn to the school due to its high regard in the community. Some students are second generation members to attend the school. Many parents articulate that the reason they enrolled their child into the school includes the high level of in-class support and the well-recognised music program. Parents comment that it is the people that make the school great.

Parents and students describe the strong sense of community that exists in the school.

They articulate a wide range of supportive methods developed by teachers. Most parents indicate that they feel valued and that their child is happy to attend the school. Many students speak of the school as 'a great school' with some calling it the 'best school'. A clear sense of connection exists for all students. Teachers speak favourably regarding students and their desire to learn. Staff members describe students as kind, committed, diligent, welcoming and friendly.



2.2 Key improvement strategies

Identify and communicate widely a narrowly focused EIA with precise action plans.

Establish a whole-school pedagogical approach to the teaching of reading and writing that is applied across learning areas.

Develop processes to monitor and quality assure that the intended curriculum is enacted in all learning areas across all year levels.

Establish protocols and processes for the implementation of cycles of observation and feedback of and by teachers and leaders, that focus on agreed whole-school pedagogical practices.