School Improvement Unit
Report

Victoria Plantation State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Victoria Plantation State School from 19 to 20 April 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Four Mile Road, Victoria Plantation</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Queensland</td>
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<tr>
<td>The school opened in:</td>
<td>1894</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>80</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>5 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>2 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1031</td>
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<tr>
<td>Year principal appointed:</td>
<td>2015</td>
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<tr>
<td>Number of teachers:</td>
<td>5.02 (full-time equivalent)</td>
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<tr>
<td>Significant community partnerships:</td>
<td>C&amp;K Kindergarten, Vic Kids, Victoria Plantation Aged Care</td>
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<td>Unique school programs:</td>
<td>choir, guitar, Better Buddies, chess</td>
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1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - 5 Teachers
  - 3 Teacher aides
  - Guidance officer
  - 15 Parents
  - 25 Students
  - Parents and Citizens’ Association (P&C) President
  - Local high school
  - Chaplain
  - Vic Kids Outside School Hours Care Coordinator
  - Regional curriculum advisor
  - 2 administration officers

1.4 Review team

Jenny Hart Internal reviewer, SIU review chair
Cameron Wayman Peer reviewer
2. Executive summary

2.1 Key findings

- The school reflects a commitment to student learning and a culture of collegial support is evident in the school.

  Relationships with students are positive and caring. Parents speak positively of the school and the support their child receives to achieve learning outcomes. Teacher aides are valued as important partners in learning. An inclusive culture is being built in the school.

- The principal sees the development of staff capability as a priority in the school and has endeavoured to provide a range of professional development activities aligned to the improvement agenda.

  The regional curriculum advisor has been working with the school to build teacher capability in the implementation of the Australian Curriculum (AC). Teachers have appreciated this support and clarity that it has provided. Staff are committed to professional development opportunities and a number of part time teachers attend staff meetings and professional development on their rostered days off.

- The school principal and staff are committed to improve the learning outcomes of students.

  The improvement agenda focuses on the implementation of the AC, quality teaching and learning, reading, coaching and school and community partnerships. The Principal has identified the need to partner with the region to assist, refine and drive the school improvement agenda.

- A range of classroom practices to support student behaviour and engagement is evident in classrooms.

  A Charter of Expectations is an artefact in the school that lists schoolwide expectations and supportive behaviour process. Practices for implementing behaviour expectations, rewards and consequences are inconsistent.

- The principal is committed to continuous improvement in teaching throughout the school. Staff have participated in a range of professional pedagogical practice development over recent years.

  Classroom teachers use a range of effective pedagogies to support student learning in classrooms. A school pedagogical framework is planned to be developed that articulates signature pedagogical practices and expectations for the school.
• The whole-school curriculum plan is based on the Curriculum into the Classroom (C2C) framework.

Teachers express agreement about the clarity and consistency of curriculum expectations within this framework. A process for quality assuring curriculum planning is planned.

• The teaching staff of the school is mixed in experience with a range of experienced teachers and new teachers.

Teachers have been given the opportunity to visit other schools to observe high level practice in areas aligned to the improvement agenda. Some teachers have completed training in Explicit Instruction. Opportunities to collaborate, share and learn from each other occur infrequently in the school.

• Teachers are collecting a range of student achievement data. Some teachers are analysing data and using it to set starting points for learning.

Teacher data literacy levels vary in the school. Teachers express a need to develop skills in this area. A school process to discuss student achievement data and support data conversations requires development.
2.2 Key improvement strategies

- Use regional support to source an instructional leadership coach to support and drive the implementation of the school's improvement agenda.

- Narrow and sharpen the improvement agenda with specific measurable targets, timelines and monitoring processes. Communicate this agenda with all key stakeholders.

- Partner with the region to collaboratively review the Responsible Behaviour Plan to establish agreed behaviour expectations including rewards and consequences.

- Partner with region to collaboratively build a pedagogical framework for the school.

- Implement school wide quality assurance processes for curriculum planning to maintain the consistency of curriculum expectations and classroom delivery.

- Implement a plan to provide opportunities for teachers to collaborate, share and observe peer classrooms to align curriculum planning and pedagogical practice.

- Develop and implement a process for teachers to regularly discuss student achievement data, identify next steps for learning and target interventions required to improve learning outcomes.