

Proserpine 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 School Improvement Unit (SIU) at **Proserpine State School** from **27 to 29 August, 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

Stephen Bobby	Internal reviewer, SIU (review chair)
Andrew Helton	Internal reviewer
Lesley Andrews	Peer reviewer



1.2 School context

Location:	Renwick Road, Proserpine
Education region:	North Queensland Region
Year opened:	1897
Year levels:	Early Childhood Development Program (ECDP) to Year 6
Enrolment:	575
Indigenous enrolment percentage:	12 per cent
Students with disability enrolment percentage:	7.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	962
Year principal appointed:	2015
Full-time equivalent staff:	35
Significant partner schools:	Proserpine State High School, Cannonvale State School
Significant community partnerships:	Allan Parker – Peak Performance Development
Significant school programs:	Fleming Education Services, Rugby League Development Program, Arts Development Program – Choir, Maker Space, Community Playgroup, Big Morning Out, National Aborigines and Islanders Day Observance Committee (NAIDOC)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting deputy principal, acting Head of Special Education Services (HOSES), Head of Curriculum (HOC), guidance officer, master teacher, behaviour support teacher, five teacher aides, 27 classroom and specialist teachers, 29 parents, Business Manager (BM), three administration officers, two school cleaners, schools officer, three tuckshop convenors and 42 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, secretary and treasurer, past P&C president and Camp Australia Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Dr John Fleming – Director Haileybury Institute and Allan Parker – Peak Performance Development.

Government and departmental representatives:

- Deputy Mayor of Whitsunday Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2016-2019
Investing for Success 2018	School Data Profile (Term 1, 2018)
Headline Indicators (Semester 2, 2017)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2018	School differentiation plan cone
BAWA - School improvement targets	Teaching and Learning Handbook
School pedagogical framework	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
PSS Screening and Assessment Tools, Schedule and Interim Targets 2018 – 2020	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school leadership team abides by the belief that the school is a reflection of its community.

They work in partnership with a range of stakeholders to establish high expectations and a supportive school environment that is committed to the best possible outcomes for the students attending the school. The school provides a calm and respectful learning environment and this is appreciated by students. There are a number of well-maintained and effectively used learning areas utilised for individual, group and whole-class learning opportunities.

Student and staff wellbeing have a high priority in the school.

All school community members express the belief that the caring nature of the leadership team inspires and supports staff members and students. School leaders value all staff members and this is reflected by the very stable and long-serving workforce at the school.

Staff members express the belief that positive and caring relationships foster successful learning.

Interactions between members of the school community reflect this belief and are clearly demonstrated throughout the school. Staff, students and parents articulate that the school is a 'delightful place to be' where all community members feel safe and are part of productive, positive interactions.

The principal displays an ongoing openness to suggestions regarding how to continue to improve the culture of the school and wellbeing of students.

The school values the relationship they have with parents and the community and actively work to reinforce this relationship by involving community members in all elements of school life. All members of the school team have a commitment to building partnerships with parents to encourage the achievement of students.

Classroom teachers demonstrate a clear understanding of the shared curriculum expectations.

Teachers articulate a commitment to implementing learning experiences for students in reading comprehension and writing and to meeting the school's expectations for more consistent practices in these areas. Teachers articulate a high level of appreciation for the support from members of the leadership team in developing the curriculum units and teaching strategies of the school. Teachers further identify the need for time for consolidation of existing curriculum areas in numeracy and writing before embarking on further curriculum development. The leadership team recognises consistent monitoring processes need to be implemented to enable successes to be celebrated and support provided to teachers leading to the consistent use of high-yield teaching strategies in these priority areas of learning.



The principal is strategic in utilising the skills and talents of staff members to support the Explicit Improvement Agenda (EIA) and drive school improvement.

Support from an external professional learning provider is utilised to assist the school to implement a systems approach to priority areas. The specific roles and responsibilities regarding the agreed tasks leadership team members undertake to assist the implementation of curriculum, teaching and learning and driving the EIA are yet to be fully articulated.

The school has begun to implement strategies to extend the range of teachers' curriculum and pedagogical understanding of other year levels.

The challenge to improve the vertical alignment of teaching practice has been embraced and is recognised as a priority for the future. The 2018 Vertical Alignment Project is being conducted in partnership with Cannonvale State School and Proserpine State High School and is designed to ensure the vertical alignment of curriculum expectations at each juncture.

The school places importance on identifying the learning needs of all students.

The school recognises that some students require substantial adjustments to their learning activities if they are to be optimally engaged and motivated. Teaching staff engage a cone-matrix overlay differentiation planner to support curriculum differentiation within their class. Teachers then take opportunities to discuss possible strategies with support teachers and organise students into ability groups. Classroom teachers articulate the need for additional support to adjust their day-to-day practice to support differentiated teaching and learning experiences for the full range of students, including high achieving students in addition to the use of structurally differentiated groups.

The school maintains an excellent reputation within the local community.

Parents and students express their great pride in the school. High levels of confidence are apparent with strong traditions underpinning positive relationships with the community. The school is highly regarded by staff members, students and parents alike.

There is a positive and active working relationship between the Parents and Citizens' Association (P&C) and the school.

The P&C is supportive of the strategic directions being established, and the members of the executive promote the school in the local community. The association supports the school through a range of fundraising activities. These events are well supported by local families and the broader community.



2.2 Key improvement strategies

Embed the existing curriculum priority areas to maximise student learning and teacher skill in the current explicit improvement areas.

Continue the development of the roles and responsibilities for all leadership team members that include accountabilities, key actions and implementation timelines and ensure these are effectively communicated to, and understood by all staff.

Develop further opportunities for teachers to work with colleagues, outside their current year level cohorts, to enhance and share curriculum and pedagogy knowledge across the school.

Provide additional support and monitoring of teachers' use of differentiated approaches within day-to-day lessons for all students.