School Improvement Unit
Report

Cloyna State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Cloyna State School from 6 to 8 June 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>8 William Webber Road, Cloyna</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs and South West Region</td>
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<td>The school opened in:</td>
<td>1911</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>18</td>
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<td>Indigenous enrolments:</td>
<td>5 per cent</td>
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<td>Students with disability enrolments:</td>
<td>10 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>967</td>
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<tr>
<td>Year principal appointed:</td>
<td>2011</td>
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<tr>
<td>Number of teachers:</td>
<td>1.8 (full time equivalent)</td>
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<tr>
<td>Nearby schools:</td>
<td>Windera State School, Moffatdale State School, Murgon State High School</td>
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<td>Significant community partnerships:</td>
<td>South Burnett Regional Council, Queensland Police Service (QPS), Hivesville Country Women’s Association (CWA), Murgon Police-Citizens Youth Club (PCYC), Murgon Returned and Services League of Australia (RSL)</td>
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<td>Significant school programs:</td>
<td>School permaculture garden, Adopt-a-Cop, Blue Light Disco, CWA Country of Study, Farmfest</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
  - Two classroom teachers
  - Four teacher aides
  - Administration officer
  - Eight parents
  - Parents and Citizens’ Association (P&C) executives
  - Ten students
  - Guidance officer
  - Positive behaviour for learning coordinator
  - Deputy Mayor
  - State of Member for Callide, Mr Jeff Seeney
  - Queensland Police Service representative
  - Principal of high school
  - Two cluster principals

1.4 Review team

Peter Cooper  Internal reviewer, SIU (review chair)
Selina Barry  Peer reviewer
2. Executive summary

2.1 Key findings

- The principal and staff members are committed to improving learning outcomes for all students.

  Priorities are visible on posters around the school, are published regularly in the school’s newsletter and are well known by staff members and parents.

- The principal places a high priority on the systematic collection of a range of student learning outcome data.

  The school can demonstrate that test data is used to monitor school-wide achievement in literacy and numeracy. Curriculum data, differentiation data and behaviour data, both positive and negative, are collected and entered on OneSchool. Building staff members’ skills in data analysis is identified as a priority in the school’s strategic documents, and included in the school’s Professional Development Plan (PDP) 2016. This professional development is yet to be provided.

- The staff members demonstrate an understanding of the importance of positive and caring relationships to support successful learning.

  Parents speak highly of the caring relationship between staff members and the student.

- The school’s values of ‘Be Safe, Be Respectful and Be Responsible’ are well known and can be articulated by students, staff members and parents.

  The expectations of each value are illustrated in the behaviour matrix included in the school’s Responsible Behaviour Plan for Students (RBPS). Transparency and consequences for behaviour are not yet consistent across the school.

- The school allocates its resources to respond to the learning needs of the students.

  Support staff members are used in a flexible manner to enhance student learning and school priorities. Formal processes to review the allocation of resources to ensure positive learning outcomes for all programs are not yet developed.

- Staff members demonstrate a collegial commitment to improving their skills and engaging in professional discussion to enhance student-learning outcomes.

  Staff members identify that changes in staff have presented challenges for embedding consistency in practice.
• Staff members articulate how the *Whole-School Curriculum, Assessment and Reporting Framework* guides their curriculum planning.

Consistency and alignment of classroom practice with the *Whole-School Curriculum, Assessment and Reporting Plan* are developing.

• The principal and staff members demonstrate a strong commitment to the belief that students are at different stages in their learning and may be progressing at different rates.

Staff members consider this belief when planning activities and learning opportunities to cater for individual learning needs.

• The principal keeps abreast of research on effective teaching practices and has identified signature pedagogical practices, which are articulated in the school’s pedagogical framework.

Consistent lesson design based on Explicit Instruction (EI) is yet to be implemented across the school.

• The school actively seeks ways to enhance learning and wellbeing by partnering with interagency services.

The school fosters beneficial partnerships with local schools, agencies and community groups.
2.2 Key improvement strategies

- Develop a narrow and sharp improvement agenda with achievable and measurable targets supported by appropriate resourcing. Ensure consistency in language and alignment with all school documents.

- Review curriculum plan to ensure vertical integration and mapping against the Australian Curriculum (AC). Establish processes to ensure curriculum plan is enacted consistently.

- Implement plans to provide PD for staff members in data literacy.

- Establish a timetable for formal analysis and discussion of student learning data.

- Revise the school's RBPS and fully implement the identified recommendations of the Positive Behaviour for Learning (PB4L) as detailed in the school evaluation tool.

- Implement targeted and formal observations, coaching, mentoring, and feedback to build staff members’ capability in EI.

- Develop a formal process to review the allocation of resources to ensure positive learning outcomes for all students.