Capella State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Capella State School** from **18** to **20 September, 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

Andrew Helton	Senior reviewer, SIU (review chair)
Ian Rathmell	Internal reviewer

1.2 School context

Location:	Huntley Street, Capella
Education region:	Central Queensland Region
Year opened:	1883
Year levels:	Prep to Year 6
Enrolment:	167
Indigenous enrolment percentage:	7 per cent
Students with disability enrolment percentage:	1.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	970
Year principal appointed:	2018 (acting)
Full-time equivalent staff:	12.09
Significant partner schools:	Capella State High School, Clermont State School, Tieri State School
Significant community partnerships:	Capella Middlemount Tieri (CMT) Links, Queensland Country Women's Association (QCWA) branch, Crèche and Kindergarten (C&K) Capella Early Childhood Centre, Billiton Mitsubishi Alliance (BMA), Capella Police
Significant school programs:	Positive Behaviour for Learning (PBL), BMA Resource and Education Alliance for reading Development (READ) Project
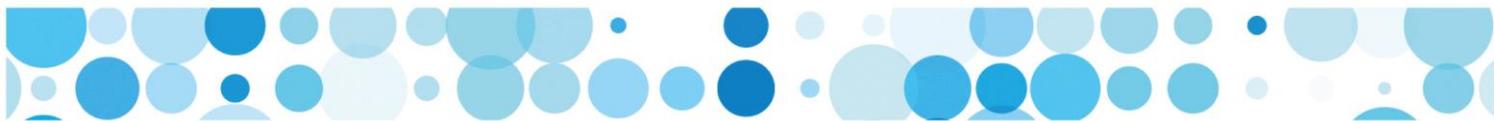
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC)/master teacher, Special Education Program (SEP)/Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), literacy and numeracy coach, Speech Language Pathologist (SLP), guidance officer, psychologist, seven teachers, five teacher aides, 22 parents, 21 students, facilities officer and cleaner.

Community and business groups:

- Parents and Citizens' Association (P&C) president and executive members, representatives of BUSHkids - Emerald branch and Quinique Industries Bus Charter.

Partner schools and other educational providers:

- Head of Department (HOD) - senior schooling of Capella State High School and director of day care C&K Capella Early Childhood Centre.

Government and departmental representatives:

- Federal Member for Flynn, Mayor of Central Highlands Regional Council, Senior Constable of Capella Police Station, Principal Indigenous Skills Development Officer Central Queensland Region (CQR) and ARD.
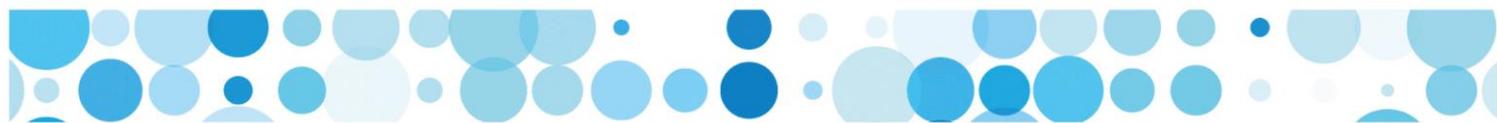
1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
Professional learning plan 2018	School budget overview
School pedagogical framework	Curriculum planning documents & overviews
School newsletters and website	School differentiation process
OneSchool	School Opinion Survey
School data action plan 2018	Communication Protocols 2018
Report card samples	Data Snapshots 2018
Capella Ways Overviews	Moderation Process 2018
PBL documents	Reporting guidelines for report cards
Staff Induction Manual 2018	READ partnership
Curriculum Assessment Plan 2018	Differentiation Surfboard checklist
Annual Performance Development Plan (APDP) Staff Plans	Report Card and NAPLAN Update Semester 1 2018
Responsible Behaviour Plan for Students 2018	Central Queensland Student Support System (CQ3S) NAPLAN Resits data
Student referral flowchart	

2. Executive summary

2.1 Key findings

The leadership team and staff members are building a learning environment that supports and motivates students to do their personal best.

All staff members respectfully manage, support and encourage student learning with a belief that all students can be successful learners. A culture of shared responsibility for student learning and success is developing across the school.

The Parents and Citizens' Association (P&C) is a valued part of the school community and contributes regularly to school initiatives.

The association takes an active and supportive interest in the priorities and strategic direction of the school. The P&C supports the school through a range of fundraising activities. These events are well supported by local families and the broader community. The association works closely with the school to improve the physical environment and the educational opportunities on offer for students.

The leadership team understands the importance of the need to collect and analyse data to enhance their understanding of student outcomes.

Classroom teachers vary in their data literacy levels and articulate a need for further information and upskilling in this area. The creation of a data room provides the information and setting for focused discussions regarding whole-school and individual student outcome trends. This developing practice has been embraced by staff members, some of whom are able to articulate how this data collection has changed aspects of their teaching practice. School leaders anticipate honing data reflections into the single priority area of reading with particular reference to strategies in triangulating data to inform teacher judgments.

School leaders and classroom teachers understand the need to provide quality assured curriculum programs to meet the needs of learners.

School leaders and classroom teachers use aspects of the existing programs in the formation of their day-to-day learning programs for students. The adoption and enactment of all of these programs is yet to be fully implemented across the school. Many teachers articulate the need to build their knowledge of the Australian Curriculum (AC) to better implement the school's curriculum programs.
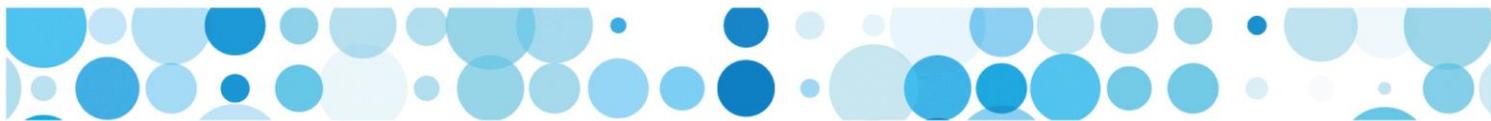
The leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

The school pedagogical framework is predicated on the principles of Explicit Instruction (EI) and practices of the Gradual Release of Responsibility (GRR) model. It displays a range of approaches, documents, school programs, assessments, community partnerships, feedback and communications processes. Teachers describe drawing on a range of pedagogical approaches and differentiated and scaffolded teaching strategies in their day-to-day teaching. There is limited evidence of the pedagogical framework in its current form being enacted across the school.

The acting principal is working towards a collegial culture to drive improvement in pedagogy.

The acting principal articulates classroom visits to be of great importance and is frequently in classrooms on an informal basis. Informal professional conversations currently form the basis of instructional leadership rather than ongoing detailed feedback to teachers regarding their classroom practices. The principal identifies the need to collaboratively build a formalised mentoring, observation and coaching structure as a strategy to build teacher capability.

The leadership team views the development of staff members into an expert teaching and learning team as critical to improving outcomes for all students.

Teachers acknowledge the support provided by other staff members. An induction program is implemented for all new staff members. Some new teachers articulate the importance of a more tailored induction program responsive to their needs. The leadership team acknowledges the importance of a strong induction program that is consistently implemented due to changes in staff each year.

The school enjoys a positive reputation in the community.

The school has established and developed beneficial informal partnerships with local government and community organisations to improve learning opportunities and outcomes for students. These partnerships have become a valued part of the school community and provide important resources to enhance student learning.

The school tone is positive, warm and friendly.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships with students, parents, and across the community. Students have an obvious sense of belonging and speak highly of all staff members and the interest shown in their welfare and learning.

2.2 Key improvement strategies

Improve data literacy levels to enhance the capacity and confidence of teaching staff members to identify starting points for teaching and to triangulate student outcomes to inform teacher judgements.

Build the capacity of classroom teachers by developing their curriculum knowledge to ensure Quality Assurance (QA) of planning to meet the expectations of the AC.

Collaboratively review and clearly define the evidence-based teaching practices required in the pedagogical framework to set the agreed teaching approaches and expectations for the school.

Collaboratively develop and implement a formal classroom observation, feedback and coaching process, involving all staff members, to provide timely support and advice regarding classroom practices in the priority areas and in areas for individual development.

Monitor and strengthen the delivery of induction processes to ensure a tailored induction program responsive to the needs of individual staff members.