School Improvement Unit
Report

Ormiston State School

Executive Summary

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Ormiston State School** from **4** to **6 October 2016**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

1.2 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Libby Bond	Peer reviewer
Rob Gilbert	External reviewer

1.1 School context

Location:	Gordon Street, Ormiston
Education region:	South East Region
Year opened:	1872
Year levels:	Prep to Year 6
Enrolment:	602
Indigenous enrolment percentage:	4.2 per cent
Students with disability enrolment percentage:	8.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1064
Year principal appointed:	2016

Full-time equivalent staff:	31.4
Significant partner schools:	Cleveland State School, Cleveland District State High School, Vienna Woods State School, Wellington Point State School, Birkdale South State School
Significant community partnerships:	Nil
Significant school programs:	Teamwork, Ownership, Participation, Sensitivity (T.O.P.S.), Readers' Club, Bring Your Own Device (BYOD) program in Years 5 and 6

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Business Services Manager (BSM), 25 class teachers, seven specialist teachers, guidance officer, 15 teacher aides, two administration staff, 25 parents and 55 students

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president and coordinator, Out of School Hours Care (OSHC) program

Partner schools and other educational providers:

- Principal, local high school

Government and departmental representatives:

- Local councillor and ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	School Opinion Survey
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (2015 release)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2016	Curriculum overview document
School improvement targets	Curriculum Planning checklists

School pedagogical framework

School data plan

Responsible Behaviour Plan

Curriculum planning documents

Professional development plans

School newsletters and website

Prep newsletter

2. Executive summary

2.1 Key findings

The tone of the school reflects a school-wide commitment to purposeful and successful learning.

Teachers, parents and students speak highly of the school and the supportive approach of the staff members and leadership team. There is pride in the positive atmosphere in the school and a commitment amongst staff members to maintain a learning environment that is safe and respectful, and that promotes learning.

There is a positive atmosphere in the school with clear strategies to promote appropriate behaviour achieved through a Positive Behaviour for Learning (PB4L) program.

There is a reward system for recognising positive student behaviours regarding Teamwork, Ownership, Participation and Sensitivity to others (T.O.P.S.). This program includes a clearly articulated card system for indicating inappropriate student behaviour graded from minor to major infringements, with agreed responses and consequences. Staff members comment on the strong support they receive from the leadership team in maintaining the PB4L program, which is overseen by a PB4L committee.

The leadership team articulates the importance of building the data literacy of staff members and effective data cycles aligned to the school's improvement agenda as a key element and driver to enact improvement.

A data analysis process with a focus on data interpretation, data use and the recording of data to build a school culture in which data is collectively shared and owned has commenced. Year level teams meet with the leadership team once per term to analyse a range of diagnostic data. Teachers appreciate the release time given for these data meetings and value the shared data conversations as a part of the school's practices.

The school is well-regarded by parents, students and members of the local community.

There are many opportunities throughout the year for parents and community members to become involved in the life of the school. The school council is engaged in the collaborative planning of the strategic direction of the school with the principal. The Parents and Citizens' Association (P&C) is a small and active group of parents who value the opportunity to contribute positively to the life of the school.

The school has a professional team of highly capable teachers, including a mix of experienced and recently qualified teachers.

Teaching staff members are encouraged to engage in the improvement of their teaching and to be focused on the development of knowledge and skills required to improve student learning. Year level teams work collaboratively, including the informal sharing of practice through mentoring and peer observation. A reflective coaching process among peers is developed and is in a trial phase with a small number of teachers.

Teachers plan curriculum collaboratively within year level teams starting from the Australian Curriculum (AC) documents and using a range of resources.

An explicit, coherent and sequenced whole-school curriculum, assessment and reporting plan aligned to the AC that makes clear what, and when, teachers should teach and students should learn across all learning areas is yet to be developed. The leadership team acknowledges the need to develop a consistent approach in which teaching staff members are supported to develop and document school contextualised units of work.

Teachers and school leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

School-wide guides and checklists are utilised as a basis for planning the teaching of reading, genre and demand writing, spelling, mathematics and other learning areas. Explicit Instruction (EI) is promoted as a strategy for a range of teaching contexts. Gradual Release of Responsibility (GRR) and Higher Order Thinking Strategies (HOTS) are a focus. There is some variation in the adoption and understanding of the nature and purpose of these pedagogical strategies. A review of the school's existing pedagogical framework document to better reflect current priorities is yet to occur.

Moderation of student work occurs formally and informally at year and whole-school levels to build consistency of teacher judgements across learning areas.

Teachers use a variety of data sets and methods when allocating a Level of Achievement (LOA) A–E standard. A consistent process is yet to be developed in which teachers match evidence in a student portfolio of work to the AC achievement standards to make on-balance A–E judgements regarding the quality of learning demonstrated.

A clear vision is established for the school which is expressed and enacted through the school's motto, *'Learn as we grow'*.

The school's leadership team and staff members are committed to implementing an improvement agenda which has a current focus on improving students' reading, writing and number skills. Staff members participate in the implementation of the various elements of the school's improvement agenda. Regular monitoring processes are yet to be established by the leadership team to ensure the intent and rigour of the Explicit Improvement Agenda (EIA) is maintained across the school.

2.2 Key improvement strategies

Strengthen staff member commitment to the improvement of teaching through collaborative critical reflection, an openness to critique by colleagues and involvement in timetabled peer coaching and mentoring processes within and beyond the school.

Develop a whole-school, coherent, sequenced curriculum plan aligned to the AC which makes clear what teachers should teach and students should learn, including general capabilities and cross-curriculum priorities across all learning areas and the years of schooling.

Review the school's pedagogical framework to strengthen staff member understanding, consistent implementation and evaluation of agreed high-yield strategies, including those for higher order thinking.

Ensure curriculum programs and assessments tasks are quality assured to maintain the intent and rigour of the AC and support teachers to build their understanding and use of standards-based assessment practices.

Regularly monitor the implementation of the school's EIA to ensure effective progress towards targets is being achieved.