Townsville Community Learning Centre

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 **Townsville Community Learning Centre from 11** to **13 September 2017.**

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

Kate Russ	Internal reviewer, SIU (review chair)
Nicole Finch	Peer reviewer
Vicki Sykes	External reviewer
David Manttan	External Reviewer

1.2 School context

Location:	Thompson Street, Mundingburra
Education region:	North Queensland Region
Year opened:	2003
Year levels:	Prep to Year 12
Enrolment:	176
Indigenous enrolment percentage:	20 per cent
Students with disability enrolment percentage:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	n/a
Year principal appointed:	2008
Full-time equivalent staff:	46.9
Significant partner schools:	Heatley Secondary College, William Ross State High School, Pimlico State High School, Ignatius Park College, St Patrick's College
Significant community partnerships:	Thuringowa Returned and Services League of Australia (RSL), Endeavour Industries, Coles, Rising Sun, Coastal Dry Tropics, Technical and Further Education (TAFE)
Significant school programs:	Balanced Literacy, Awards Scheme Development and Accreditation Network (ASDAN)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), master teacher, 27 classroom teachers, 13 teacher aides, guidance officer, Business Manager (BM), two administration officers, chaplain, 22 students, two cleaners, Parents and Citizens' Association (P&C) president, 14 parents and two volunteers.

Community and business groups:

- Thuringowa Returned and Services League of Australia (RSL).

Partner schools and other educational providers:

- Ignatius Park College.

Government and departmental representatives:

- State Member for Mundingburra, Councillor for Townsville City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	Responsible Behaviour Plan
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School pedagogical alignment matrix	Individual Curriculum Plans
School Opinion Survey	Individual Behaviour Plans
School newsletters, Facebook and website	School data plan
School based curriculum, assessment and reporting framework	School Improvement Hierarchy – Reading and Writing

2. Executive summary

2.1 Key findings

Community members, students and parents applaud the culture of the school that embraces all individuals.

Parents commend the inclusive and personalised nature of support provided for their child, and all staff members articulate high expectations for the learners of the school. There is a strong commitment and belief by all staff members that all students are able to learn. The leadership team is using instructional leadership practices to model and build capacity in their staff to ensure they have an expert teaching team. Teachers take responsibility for changes in practice required to achieve improved student outcomes and are utilising data on a regular basis to monitor student progress.

The school works to maintain a learning environment that is safe, respectful, inclusive and promotes intellectual rigour.

All staff members express a strong sense of belonging and a high level of support being provided from the leadership team. Staff members state that a strong feature of the school is the collaborative relationships they have with each other. Parents are welcome in the school community and speak highly of the school. The school views parents and families as integral members of the school community and partners in student learning.

The school has developed and is driving a strong and Explicit Improvement Agenda (EIA) with reading and writing the two priorities for improvement identified by the school.

A 2017 Annual Implementation Plan (AIP) was created by the school leadership team through a collaborative process, utilising the regionally expected template. All staff members are able to articulate the focus of the EIA and are supportive of the leadership team's strategies to achieve the two goals. The plan highlights the two EIAs of reading and writing on the front page of the document. Within the document a number of additional priorities are identified. Some of these additional areas support the two explicit focus areas of reading and writing, and some are regionally mandated areas. A narrow and sharp improvement agenda is yet to be developed.

The school leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

The school has a comprehensive pedagogical alignment matrix that is framed around the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers. The school documentation identifies a wide range of teaching practices and models including Pearson's[1] Gradual Release of Responsibility (GRR), Balanced Literacy and Dimensions of Teaching and Learning (DoTL). Conversations with the teaching staff indicate there is varied understanding regarding this document.

The school leadership team views reliable and timely student data as essential to their effective leadership of the school.

The school has a sophisticated model of collating student data to monitor the progress of students. School leaders undertake analysis of student data as a basis to inform some planning of intervention and support for students. Some staff members express a willingness to be involved in further Professional Development (PD) to assist them in utilising and analysing data to inform their teaching practice and better support the learning needs of their students.

The school leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

Staff members speak positively about the range of informal feedback conversations they have with school leaders regarding the pedagogies used within their classrooms. Most teachers report that they are open to receiving constructive feedback within agreed protocols and would welcome greater opportunities to learn from each other's teaching practices and participate in formal observation and feedback loops with members of the leadership team. A formal school-wide process applied consistently to coaching and feedback is yet to be developed.

The school works to maintain a learning environment that is safe, respectful, inclusive and promotes intellectual rigour.

The school is in Tier 1 of Positive Behaviour for Learning (PBL). *Cool Tools* and *Traffic Lights* are identified as strategies to promote appropriate behaviours that are explicitly taught classrooms and in the playground. Students are aware of, and many are able to quote the school rules. Intensive Behaviour Support Plans are established for identified students. Staff members report inconsistency in the manner in which staff interpret the school's response to behaviour management.

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[1] Pearson, P. D., & Gallagher, G. (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology, 8*(3), 112-123.

The school has a coherent, sequenced plan for curriculum delivery and all staff members take personal and collective responsibility for improving student learning.

All staff members in Prep to Year 10 are working to implement the Australian Curriculum (AC) through the Curriculum into the Classroom (C2C) students with disability units of work across curriculum areas. Senior schooling curriculum is being planned and aligned to the Guideline for Individual Learning (GIL). All senior students work towards attaining a Queensland Certificate of Individual Achievement (QCIA). The students have a Senior Education and Training (SET) Plan, designed to map individual student's learning pathways.

The school is establishing and developing partnerships with local community organisations and individuals and recognises productive partnerships as important to improving learning outcomes for students.

An active and committed Parents and Citizens' Association (P&C) supports the school through the enhancement of educational and physical resources. P&C meetings are well attended and they coordinate a number of community fundraising events. Established relationships with Ignatius Park College and Thuringowa Returned Services and League of Australia (RSL) have widened the school community. The two organisations speak positively about the partnership.

2.2 Key improvement strategies

Align priorities within the AIP to ensure there is a narrow and sharp improvement agenda that is clearly communicated and understood by the school community.

Review the current pedagogical alignment matrix to ensure practices relate specifically to improving outcomes for students at the centre.

Build the skill sets of staff members in the interpretation and understanding of data to inform teaching practice.

Develop a systematic whole-school approach to the provision of feedback and coaching for all staff.

Develop consistency of practice and clear expectations regarding the implementation of PBL across the school.