

Crow's Nest State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Crow's Nest State School** from **14 to 16 October 2019**.

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 implement 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

Lee Goossens	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer
Clare Grant	External reviewer



1.2 School context

Location:	Littleton Street, Crow's Nest
Education region:	Darling Downs South West Region
Year opened:	1877
Year levels:	Prep to Year 10
Enrolment:	311
Indigenous enrolment percentage:	8.68 per cent
Students with disability enrolment percentage:	9.65 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	979
Year principal appointed:	2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	26.17
Significant partner schools:	Highfields State Secondary College, Amaroo Environmental Education Centre, Geham State School, Goombungee State School
Significant community partnerships:	Art from the Heart exhibition, community work experience placements and Certificate training programs, Carbethon Folk Museum and Pioneer Village, visual arts display at Crows Nest Regional Art Gallery, Ready Reading volunteer program, Day for Daniel walk
Significant school programs:	Award Scheme Development and Accreditation Network (ASDAN), LEM phonics, Positive Behaviour for Learning (PBL), Age-appropriate pedagogies (AAP)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Department (HOD), Head of Special Education Services (HOSES), Business Manager (BM), guidance officer, Support Teacher Literacy and Numeracy (STLaN), Speech Language Pathologist (SLP), chaplain, 19 teachers, five teacher aides, two administration officers, grounds officer, three cleaners, Parents and Citizens' Association (P&C) president, treasurer and secretary, 22 parents, 28 students and school crossing supervisor.

Community and business groups:

- Coopers Coverings, Meats & More, Carbethon Folk Museum and Pioneer Village, Range Charter Coaches, Ambulance Association president, South East Country Vets, Little Possum Crows Nest Early Education Centre and Crows Nest Children's Centre.

Partner schools and other educational providers:

- Principal Highfields Secondary College and regional PBL and Early Childhood coach.

Government and departmental representatives:

- State Member for Condamine.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	PBL handbook
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents – edStudio
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School reading data wall	School newsletters and website, Facebook
School Opinion Survey 2018	Collegial Conversations document
Inclusive Education Handbook	Snapshot of attendance
Reading placemat	Responsible Behaviour Plan for Students
School Assessment Data and Evidence Plan	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

Through the values of *'respect, responsibility resilience and safety'* school leaders are committed to advancing a positive whole-school culture.

A sense of belonging is apparent at the school. School leaders and staff members prioritise the ongoing commitment to the establishment and maintenance of caring, polite and inclusive relationships with parents, carers and students. Conversations with students highlight this positive and respectful relationship. In discussions with staff members it is apparent that the school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.

The facilities of the school are well presented, reflecting an obvious pride in how the buildings and grounds are kept and maintained.

The school works to create an attractive and stimulating environment that supports and encourages learning. School leaders understand the importance of the efficient and effective allocation of human, financial and physical resources to meet the identified teaching, learning and wellbeing needs of all students.

School leaders have worked to narrow and focus the improvement agenda to support deep school-wide implementation of agreed strategies to consolidate and embed an Explicit Improvement Agenda (EIA).

This commitment is supported by staff members who strive to deliver the school's vision of *'Excellence in Education, for everyone, every day'*. The leadership team is united in a clear desire to advance unifying whole-school initiatives to improve the quality of teaching and learning throughout the school. Staff members, students, parents and community members have a growing optimism regarding the future directions of the school.

Teaching staff members appreciate the work being undertaken by school leaders to support implementation of the school's priorities.

Teachers are able to clearly articulate the school's priorities and targets, and discuss strategies they are using in their classrooms to progress them. Some staff members identify a number of challenges to school-wide improvement including timely and effective communication and accountabilities. The leadership team identifies fully defined organisational structures and quality assured practices as areas for continued development.

The school is committed to developing a sequenced and coherent curriculum assessment and reporting framework that is aligned to the Australian Curriculum (AC).



When completed, this framework will make clear to teachers what and when they should teach and students should learn. The Team Approach to Teaching and Learning (TATAL) meetings are providing teachers with time to collaboratively plan and discuss curriculum. This planning time is valued by teachers. Members of the leadership team facilitate the TATAL sessions.

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

A detailed pedagogical framework document has been developed in 2018 and consists of a statement of beliefs, research underpinnings and procedures and practices to drive the school's pedagogy. There is yet to be clear evidence that students will experience a consistent pattern of signature pedagogies and expectations as they move from class to class. Members of the leadership team acknowledge that processes to quality assure that the desired practices are consistently applied across the school is an ongoing body of work.

Teaching staff members recognise the need to be committed to enhancing the quality of their teaching to improve student outcomes.

Teachers predominantly express positivity towards the current direction and are energised to further build their skills, share their own practices with their peers, and to watch others work within and beyond the school. The leadership team acknowledges the benefits of coaching, mentoring and quality feedback as a key driver in building expert teaching teams to improve student outcomes. The team acknowledges that this practice has received less focus in recent times. The leadership team is now committed to reinvigorating the process through a recently developed collegial engagement framework, using walkthroughs as a starting point.

There is a strong culture of responding to the needs of individual students within a warm and caring environment.

Teachers know their students and are mindful of where they are in the learning process. The current provision of support for students with challenges to their learning is based on a blended model of some individualised in-class support, some small group work in classroom rotations and some withdrawal support provided by support staff. A Special Education: Inclusive Practices 2019 document is developed to outline provision of support across the school. Some staff members comment that their expectations for support provision are yet to be always met through the Student Support Services (SSS) process. The leadership team acknowledges that there is a need to revisit the philosophy underpinning the provision of inclusive education on a regular basis to ensure that all staff members consider it as everyone's business.

The school leadership team has a commitment to building a school culture in which data is systematically and purposefully collected and analysed.

The school has a newly developed assessment, data and evidence plan that outlines a range of assessment tools, timelines for collection, benchmarks and purpose for collecting the data. A school data wall is developed and displays reading data for Prep to Year 6



students. Student progress is organised in year levels and indicates whether students are exceeding, meeting or below benchmarks and are progressing or plateauing.

Parents and families are viewed as important partners in their child's education.

The school is focused on encouraging parents through the school gate through special events and celebrations of learning. The principal acknowledges the importance of consolidating the school's position as the hub of the community and is committed to investigating new strategic partnerships, and evaluating and strengthening existing partnerships to further enhance the collective capacity of the community to enhance student learning and wellbeing outcomes.



2.2 Key improvement strategies

Collaboratively develop organisational structures with roles, responsibilities and accountabilities for school leaders and key staff members to quality assure the implementation of the EIA to improve learning outcomes for all students.

Complete the whole-school curriculum, assessment and reporting framework and year level overviews to provide an explicit, coherent and sequenced curriculum across Prep to Year 10 that is localised to the school and student context, and is used as a basis for ongoing collaborative review.

Collaboratively refine the school's pedagogical framework to highlight the agreed evidence-based pedagogical practices to maximise student engagement, learning and outcomes.

Strengthen the collegial engagement model by providing opportunities for school leaders and other key staff to further build their capability as instructional leaders to support the consistency and quality of observation, feedback and coaching provided to teachers.

Collaboratively re-vision an inclusive education framework to further develop a shared understanding of inclusion and associated attitudes, behaviours and practices in line with current legislation and contemporary research.