1. Introduction

1.1 Background

This report is a product of a review carried out at Stanwell State School from 25 to 26 February 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>Capricorn Highway, Comet</th>
</tr>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1877</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment</td>
<td>27</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>0 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>3 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>999</td>
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<tr>
<td>Year principal appointed:</td>
<td>2016</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>2.3 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Blackwater North, Blackwater, Dingo, Duaringa, Bluff</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Playgroup</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Sporting Schools Program, In2Cricket</td>
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</tbody>
</table>
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
  - Three teachers
  - Two teacher aides
  - Ten students
  - 12 parents
  - Parents and Citizens’ Association (P&C) president and secretary
  - Chaplain
  - Facilities officer
  - Administration officer

1.4 Review team

Lesley Vogan  
Internal reviewer, SIU (review chair)

Richard Nash  
Internal reviewer, SIU
2. Executive summary

2.1 Key findings

- The school principal and staff members are united in their commitment to improve the quality of teaching and learning throughout the school and have high expectations for all students.

Parents speak highly of the information provided by staff on student learning and progress towards goals.

- The school has a documented Explicit Improvement Agenda (EIA), Literate Learners.

This agenda is clearly visible throughout the school and has been communicated with the wider community. Targets and timelines for improvement are being developed.

- The school places a high priority on student wellbeing and has processes in place to provide academic and social emotional support to address individual needs.

Parents speak of the importance of educating the whole child as an essential component of the learning at the school. School principal, staff and community members acknowledge that school direction over recent years has been hindered by the frequent changes in the principal position. Some members of the community are fearful of this impacting on the school’s culture.

- The school has a culture of collaboration and teamwork between teaching staff and teacher aides.

The school expects all staff members to be committed to the continuous improvement of teaching practice.

- The school has a whole-school curriculum plan that forms the basis for discussion, collaboration and overall program direction.

Through informal discussions, teaching staff monitor that the planned work reflects the expectations of the Australian Curriculum (AC). Whole-school practices to track and provide vertical alignment of the curriculum are developed.

- The school supports classroom teachers to identify and address the learning needs of individual students.

Students identify they have established learning goals. Students have limited knowledge to the extent in which personal learning goals support them in their learning.

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

Staff members connect new material to past learning and assist students to see the continuity in their learning over time. The Comet Teaching and Learning sequence
Rapid Recall, Comet Focus, Evidence of Learning, Activating Prior Knowledge, the Gradual Release of Responsibility (GRR) and Check Back.

- Programs to meet individual learning needs for all students are supported by parents and students and are prioritised in the school budget.

These programs include an after school homework club, eLearning opportunities for students identified in the upper two bands of the NAPLAN tests and in-class teacher aide support for identified students. The principal has indicated the need for further financial and budgeting training for designated officers.

- The school has a culture of collaboration and teamwork between teaching staff and teacher aides. The school expects all teaching staff to be committed to the continuous improvement of teaching practice.

The school has a school-wide, professional team of highly able staff. The local school cluster works together to develop understanding of assessment and improve pedagogical practice. This has provided opportunities for professional growth of staff. Staff members spoke positively of these opportunities and indicated a desire for the continuation of regular PD and networking with other schools.
2.2 Key improvement strategies

- Review, refine and communicate the schools EIA to ensure clarity and understanding by all stakeholders.

- Develop timelines and associated targets for the implementation of the EIA.

- Collaboratively foster and continue to build an educational environment that values both academic success and social and emotional wellbeing.

- Investigate opportunities for further financial training for designated officers.

- Professionally engage with research-driven pedagogy, build staff capacity and celebrate achievement milestones. Further develop and embed the culture of collaboration and teamwork.

- Develop whole-school practices to track and provide vertical alignment of the curriculum. Refine the process that quality assures the alignment between the curriculum plan, term overviews, unit plans and the AC.