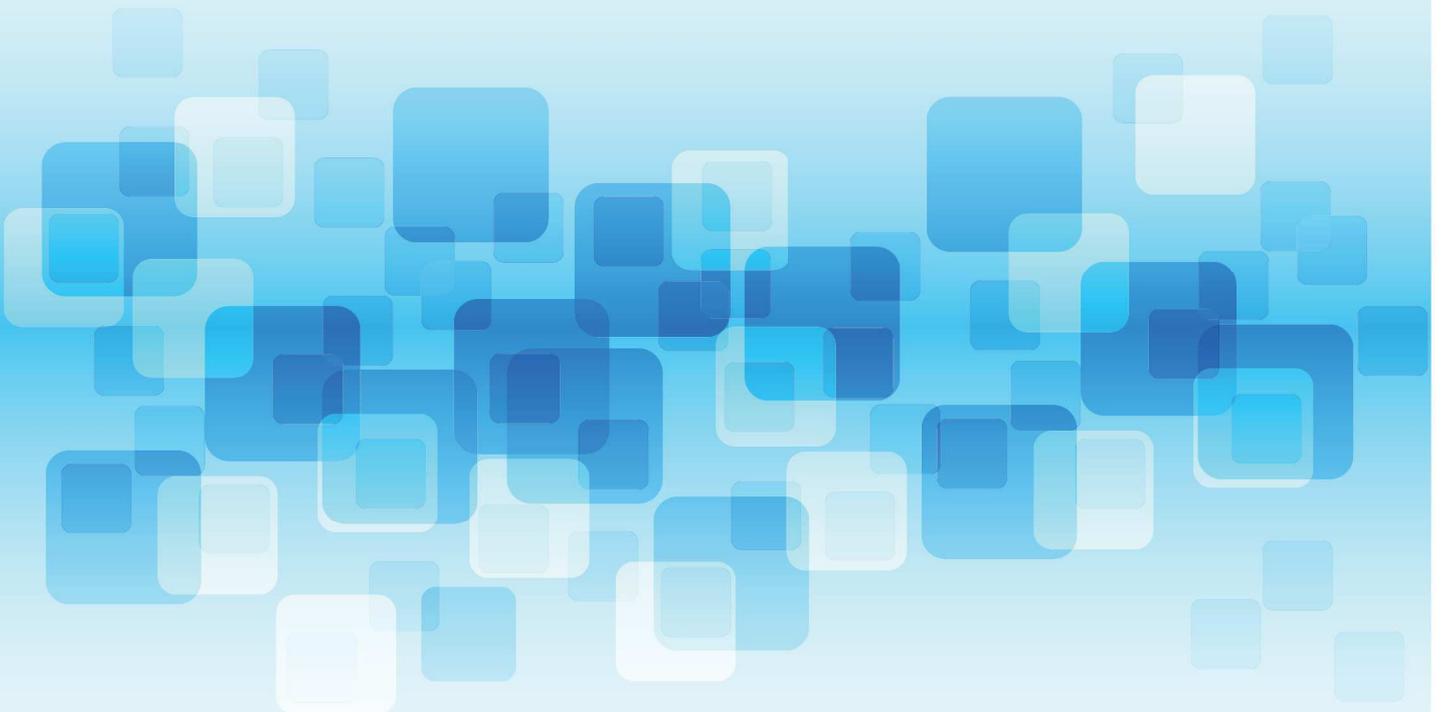# School Improvement Unit
Report

Edens Landing State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Edens Landing State School from 1 to 3 March 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

Location:	Jamie Nicolson Avenue, Edens Landing
Education region:	South East Region
The school opened in:	1997
Year levels:	Prep to Year 6
Current school enrolment:	773
Indigenous enrolments:	6.8 per cent
Students with disability enrolments:	4.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976
Year principal appointed:	2016 (acting)
Number of teachers:	44 (full-time equivalent)
Nearby schools:	Windaroo, Beenleigh, Waterford, Mount Warren Park State Schools. Beenleigh and Windaroo Valley State High Schools
Significant community partnerships:	Stephanie Alexander Kitchen and Garden program, homework clubs for indigenous and non-indigenous students, Japanese tour groups and exchange program, School musical program Running Club, Breakfast Club, Playgroup
Unique school programs:	QUOTA, Scripture Union

1.3 Review methodology

The review was conducted by a team of three 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 three days

- interviews with staff members, students, parents and community representatives, including:

    o Principal and two deputy principals

    o 25 teachers and eight teacher aides

    o Head of Curriculum (HOC) , master teacher, Head of Special Education Services (HOSES), two Support Teacher Literacy and Numeracy (STLaN), three Special Education Program (SEP) teaching staff

    o Business Services Manager (BSM), two administration officers and eight teacher aides

    o Guidance officer

    o 47 students from Years 4 to 6

    o Parents and Citizens' Association (P&C) president and 17 parents.

    o Chef - Stephanie Alexander Kitchen Garden

1.4 Review team

John Enright	Internal reviewer, SIU (review chair)
Richard Nash	Internal reviewer, SIU
Glynnis Gartside	External reviewer

2. Executive summary

2.1 Key findings

- The school leadership team has developed an explicit school improvement agenda that focuses on reading, writing, problem solving and attendance, and has associated targets and timelines.

  There is a particular focus on improving student outcomes in the Upper Two Bands (U2B) and the National Minimum Standards (NMS). Most parents and students were unable to articulate the core priorities of the school while most staff members indicate that only reading and writing are priorities. The school leadership team articulates a shared commitment to the improvement of student outcomes.

- The school has made an effort to understand current student achievement levels and cater for the needs of all students including streamed class groupings based on A-E achievement levels from Year 3 to Year 6.

  Resources are applied in a targeted manner to meet the learning and wellbeing needs of students. Staff members are unable to articulate what research is used to support this initiative. This is a static model and students rarely move between classes.

- A priority is given to the school-wide analysis and discussion of systemically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing.

  Teaching staff have access to a range of student achievement and are encouraged to analyse and monitor individual progress. The leadership team systematically analyses student outcomes. Teacher confidence to analyse, interpret and use data to inform planning and practice is inconsistent.

- A school-wide shared responsibility for student learning and success is developing throughout the school.

  Moderation of student work is undertaken each term and this provides peer feedback regarding student work. A formal feedback culture is yet to be established that involves observation of lessons with timely, meaningful feedback. A consistent induction program is developing.

- The expected pedagogical practice is based on the IMPACT model.

  This framework is used to construct learning experiences that are accessible, engaging and challenging for students, including those with particular needs. Some teaching staff are yet to be trained in or implement this approach.

- Teaching staff indicate that all students are capable of learning.

  There is an expectation for differentiation practices to be demonstrated in planning. A whole-school differentiation framework is not evident at this stage.

- Most students behave in an appropriate and a respectful manner.

  In most classrooms and public areas, a common and consistent language is used to promote positive behaviour as a school-wide strategy. Managing extreme behaviour remains a challenge and impacts on the instructional role of the leadership team and classroom curriculum delivery.

2.2 Key improvement strategies

- Narrow and sharpen the school improvement agenda so it accurately reflects the school core priorities and communicate this to all stakeholders.

- Collaboratively review the model of placing students in streamed classes and develop, implement and monitor a clear school-wide differentiation framework.

- Collaboratively develop and implement an observation and feedback protocol to develop teacher capacity and consistency of practice across the school in identified key signature programmes.

- Develop an implementation plan that ensures the formal and effective induction of new and returning teaching staff.

- Provide professional development to build staff members confidence and ability to analyse, interpret and use data to inform pedagogical practice.

- Embed and monitor the current positive behaviour for learning approach to ensure consistent application of student behaviour management particularly with students who exhibit more challenging behaviour.