

# Enoggera State School

## Executive Summary





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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 **Enoggera State School** from **13 to 15 March 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

Garry Lacey	Internal reviewer, SIU (review chair)
Kendall Seccombe	Peer reviewer
Jim Horton	External reviewer



## 1.2 School context

<b>Location:</b>	South Pine Road, Enoggera
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1871
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	313
<b>Indigenous enrolment percentage:</b>	3 per cent
<b>Students with disability enrolment percentage:</b>	5 per cent 20 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD)
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1097
<b>Year principal appointed:</b>	2017 (acting)
<b>Day 8 Staffing teacher full-time equivalent (FTE):</b>	13
<b>Significant partner schools:</b>	Everton Park State High School, Stafford Heights State School
<b>Significant community partnerships:</b>	Emmanuel Uniting Church, Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC), regional health team, Tiny Town Child Care and Kindergarten
<b>Significant school programs:</b>	Enoggera reading program, instrumental music program, Arts enrichment program – Wakakirri, Defence School Mentor (DSM) program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Head of Student Engagement (HOSE), inclusion teacher, Literacy Support Teacher (LST), 13 classroom teachers, Speech Language Pathologist (SLP), guidance officer, Health and Physical Education (HPE) teacher, Chinese language teacher, Arts teacher, music teacher, seven teacher aides, Business Manager (BM), administration officer, Information Technology (IT) officer, three ancillary staff members, 15 parents and 47 students.

Community and business groups:

- Emmanuel Uniting Church minister, school council chair, DSM, school chaplain, OSHC coordinator and Parents and Citizens' Association (P&C) representative.

Partner schools and other educational providers:

- Senior guidance officer, local feeder high school principal, chair of Tiny Town Child Care and Kindergarten, regional health consultant and classroom teacher previously employed at the school.

Government and departmental representatives:

- State Member for Everton and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Action Plan 2018-2019
Investing for Success 2019	Strategic Plan 2018-2021
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan for Students





## 2. Executive summary

### 2.1 Key findings

**Staff members, students and parents speak positively about a proud school culture that celebrates success and achievement and promotes opportunity.**

The tone of the school is calm, positive and welcoming. Teachers build warm classroom environments where mutual trust and respect are fostered. Teachers are admired and respected by students, parents and the community as committed and caring professionals.

**Staff members have high levels of professional energy for the work they do in the school.**

A culture of mutual trust and respect is well developed with members of staff committing to working together to improve outcomes for students. In the 2018 School Opinion Survey (SOS) staff members indicate high levels of satisfaction with the overall rating for all survey items sitting at 95.0 per cent. This is above the Like Schools Group (LSG) and State Primary Schools rates of satisfaction. Many staff members acknowledge high levels of personal and professional support from colleagues across the school.

**Teachers' knowledge of the Australian Curriculum (AC) is being enhanced through collaborative curriculum planning processes.**

Teachers plan curriculum units in English with year level colleagues and school leaders giving strong consideration to the demands of the AC. This includes working to agree on common assessment tasks, Guides to Making Judgements (GTMJ) and developing assessment exemplars. 'Bump it up' walls that display writing exemplars and align to student learning goals are an emerging aspect of this work.

**Teaching practices in the school reflect the belief that all students are capable of learning, given appropriate opportunities and support.**

The school has placed a major emphasis on supporting the development of students who require additional assistance to reach developmental and academic milestones. Teachers recognise the need to better cater for the learning needs of high achieving students in their classes. Many of them identify a need to further develop their repertoire of practice and knowledge in how to effectively differentiate the curriculum for these students. The leadership team is committed to working with teachers to effectively cater for the range of student learners in their class including specific consideration for the learning of high achieving students.



**The school's leadership team and teaching staff members express a commitment to implementing curriculum programs aligned to the AC.**

Year level planning days each term focus on developing curriculum units in English and mathematics that include strong reference to the AC. In other learning areas, Curriculum into the Classroom (C2C) units are predominantly used to plan teaching and learning experiences. Consistent reference to the achievement standard and content descriptions of the AC are variable in these learning areas. The leadership team is committed to supporting teachers to use the model for planning units in English and mathematics, to collaboratively plan curriculum units in other learning areas that are aligned to the AC.

**The school leadership team places a priority on the development of an expert school-wide teaching team.**

The school is committed to a continuous program of Professional Development (PD). Staff meetings frequently take a professional learning focus and year level meetings facilitate collegial learning opportunities and professional discussions. The leadership team acknowledges a need for a more rigorous process for the enactment of Annual Performance Development Plans (APDP). A consistent approach to teachers engaging in modelling, coaching, observation and feedback processes to build their capability is yet to be fully implemented. There is a commitment to enhancing the school's plan for capability development to include access to a differentiated range of professional learning opportunities for all staff members.

**The school team is committed to improving learning outcomes for all students.**

The school's priority for 2019 focuses on delivering the writing demands of the AC. A writing placemat is developed that provides teachers with an outline of expected practices for the delivery of a balanced writing program. This work is currently in the early phases of implementation with teachers indicating a strong commitment to delivering the school's agenda in this area of student learning. School leaders are working with teachers to develop their repertoire of practice in effectively delivering expected pedagogies aligned to the EIA and to regularly monitor and provide feedback to the teaching team to promote consistency of practice across the school.

**The school's leadership team articulates a belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda.**

The leadership team is continuing to develop data displays that are used to guide conversations between school leaders and classroom teachers. In these discussions teachers are exploring strategies that will promote further improvements in student learning. These aspects of school-wide data analysis are in the early phases of implementation with levels of understanding of, and support for, this process emerging. The leadership team is committed to strengthening the culture of self-evaluation and reflection that generates a belief that further improvements in student learning are possible.



**Students indicate there is a broad range of extracurricular activities in which they are able to be involved.**

The Arts has become known as a signature program across the school with all students being offered experiences in this learning area. The school has achieved significant success at a state and national level for its involvement in the Wakakirri story-dance eisteddfod since 2013. The Arts on Stage showcase is a highlight on the school calendar. A separate dance program presentation evening attracts large numbers of families. Instrumental music, choral and percussion groups complement the range of experiences offered to students.

**School leaders have worked with members of the teaching team to develop consistent pedagogies in the teaching of reading.**

Teachers report using the school's reading placemat to guide the planning of learning experiences for their students in reading. The use of the Gradual Release of Responsibility (GRR) model, implementation of elements of the Big Six, a focus on Jolly Phonics, close reading, text dependent questioning and teaching of Sheena Cameron<sup>1</sup> comprehension strategies are key components of this work. Teachers are working hard to develop these aspects of teaching reading into their repertoire of practice.

**Students, parents, staff members and the wider community hold the school in high regard.**

The school has a proud history of providing education for children of families in the Enoggera area since it opened in 1871. Many established partnerships with a broad range of community organisations for the purpose of improving opportunities and outcomes for students are long standing. The school has benefited from a long-term partnership with the adjacent Emmanuel Uniting Church, enabling reciprocal use of facilities. A chaplaincy program operates in the school two days per week supporting the social and emotional development of students and families.

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<sup>1</sup> Cameron, S. (2009). *Teaching reading comprehension strategies: A practical classroom guide*. New Zealand: Pearson.





## 2.2 Key improvement strategies

Support teachers in developing their repertoire of practice in effectively differentiating for the range of student learners in their class including specific consideration for the learning of high achieving students.

Continue to build teacher knowledge of the AC through the collaborative planning of curriculum units that reference achievement standards and content descriptions as a key aspect of the planning process across all learning areas.

Enhance the school's plan for capability development to include access to a differentiated range of professional learning opportunities for staff members and leaders, including enactment of APDPs, work in collaborative teams, coaching and mentoring and models of feedback.

Promote consistency of practice in the implementation of agreed teaching and learning practices in relation to the school's EIA through regular monitoring and feedback processes by school leaders.

Strengthen the culture of self-evaluation and reflection that enables deeper discussions of data relating to aspirational targets, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management.