<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>3</td>
</tr>
<tr>
<td>1.1 Review team</td>
<td>3</td>
</tr>
<tr>
<td>1.2 Contributing stakeholders</td>
<td>3</td>
</tr>
<tr>
<td>1.3 School context</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Supporting documentary evidence</td>
<td>5</td>
</tr>
<tr>
<td>2. Executive summary</td>
<td>6</td>
</tr>
<tr>
<td>2.1 Key findings</td>
<td>6</td>
</tr>
<tr>
<td>2.2 Key improvement strategies</td>
<td>8</td>
</tr>
<tr>
<td>3. Findings and improvement strategies against the domains</td>
<td>9</td>
</tr>
<tr>
<td>3.1 An explicit improvement agenda</td>
<td>9</td>
</tr>
<tr>
<td>3.2 Analysis and discussion of data</td>
<td>11</td>
</tr>
<tr>
<td>3.3 A culture that promotes learning</td>
<td>13</td>
</tr>
<tr>
<td>3.4 Targeted use of school resources</td>
<td>15</td>
</tr>
<tr>
<td>3.5 An expert teaching team</td>
<td>17</td>
</tr>
<tr>
<td>3.6 Systematic curriculum delivery</td>
<td>19</td>
</tr>
<tr>
<td>3.7 Differentiated teaching and learning</td>
<td>21</td>
</tr>
<tr>
<td>3.8 Effective pedagogical practices</td>
<td>22</td>
</tr>
<tr>
<td>3.9 School-community partnerships</td>
<td>24</td>
</tr>
</tbody>
</table>
1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at Moonie State School from 7 to 8 September 2016.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Louise Wilkinson  
Internal reviewer, SIU (review chair)

Leanne Jones  
Peer reviewer

1.2 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, one administration officer, two teacher aides, one cleaner and 30 students

Community and business groups:

- Three members of school Parents and Citizens’ Association (P&C) executive, eight parents and two local sports club representatives

Partner schools and other educational providers:

- Deputy principal of local state college and principal of neighbouring state school

Government and departmental representatives:

- ARD
## 1.3 School context

<table>
<thead>
<tr>
<th><strong>Location:</strong></th>
<th>Moonie Highway, Moonie</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education region:</strong></td>
<td>Darling Downs South West Region</td>
</tr>
<tr>
<td><strong>Year opened:</strong></td>
<td>1962</td>
</tr>
<tr>
<td><strong>Year levels:</strong></td>
<td>Prep–Year 6</td>
</tr>
<tr>
<td><strong>Enrolment:</strong></td>
<td>43</td>
</tr>
<tr>
<td><strong>Indigenous enrolment percentage:</strong></td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Students with disability enrolment percentage:</strong></td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Index of Community Socio-Educational Advantage (ICSEA) value:</strong></td>
<td>1034</td>
</tr>
<tr>
<td><strong>Year principal appointed:</strong></td>
<td>July 2015</td>
</tr>
<tr>
<td><strong>Full-time equivalent staff:</strong></td>
<td>2.62</td>
</tr>
<tr>
<td><strong>Significant partner schools:</strong></td>
<td>Westmar State School, Glenmorgan School, Tara State College</td>
</tr>
<tr>
<td><strong>Significant community partnerships:</strong></td>
<td>Moonie Sports Club, Moonie Kindy, Isolated Children’s Parents’ Association, Western Downs Regional Council.</td>
</tr>
<tr>
<td><strong>Significant school programs:</strong></td>
<td>International Competitions and Assessments for Schools (ICAS) Testing, Student Learning Log and My Personal Data Book, Bounceback, Goondiwindi Eisteddfod, Meandarra and Tara Show student work entries, Macintyre Young Writers’ Competition and Writers’ Camp, Book Week, School camps to: Toowoomba, Tallebudgera and Canberra, Year 6 Leadership Camp: Coolumboola Outdoor Education Centre, Annual Concert, Parents &amp; Citizens’ Association (P&amp;C) funded sports coaches.</td>
</tr>
</tbody>
</table>
### 1.4 Supporting documentary evidence

<table>
<thead>
<tr>
<th>Annual Implementation Plan 2016</th>
<th>Explicit Improvement Agenda 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investing for Success 2016</td>
<td>Strategic Plan 2012-2016</td>
</tr>
<tr>
<td>Great Results Guarantee 2015</td>
<td>School Data Profile (Semester 2, 2016)</td>
</tr>
<tr>
<td>Headline Indicators (25/05/2016 release)</td>
<td>School budget overview</td>
</tr>
<tr>
<td>School Assessment Plan</td>
<td>Curriculum overview</td>
</tr>
<tr>
<td>School pedagogical framework</td>
<td>Responsible Behaviour Plan</td>
</tr>
<tr>
<td>Curriculum planning documents</td>
<td>School newsletters and website</td>
</tr>
<tr>
<td>School Opinion Survey 2015</td>
<td>Parent and community engagement framework</td>
</tr>
<tr>
<td>Student Learning Log and My Personal Data Book</td>
<td></td>
</tr>
</tbody>
</table>
2. Executive summary

2.1 Key findings

All school community members state the best feature of the school is the students.

Interactions between staff members, students, parents and community members are caring, polite and inclusive. The school views parents as an integral part of the school community and partners in student learning. Students believe that their teachers are supportive, understanding and provide them with the support they need.

The principal and staff members are committed to every student succeeding.

Staff members have high expectations for student attendance, behaviour and learning outcomes. The principal works with teachers and support staff members to review current student achievement levels and how these have changed over time. This has led to an Explicit Improvement Agenda (EIA) that focuses on the teaching of reading. Improving student spelling and increasing student attendance are emphasised by the principal and their importance within the school is apparent in daily operations and the provision of resources.

The school places a high priority to the school-wide analysis of systematically collected data regarding student assessment, attendance and behavioural outcomes.

The school has developed a comprehensive school assessment plan that documents what and when assessment is to be collected and what the indicators and targets for expected achievement should be for students. The principal reports school attendance targets and current rates to parents via the newsletter.

The school and its Parents and Citizens’ Association (P&C) have a solid partnership.

The principal has the strong support of the P&C and staff members are highly valued by parents and the local community. The school has a positive profile with local community members, many of whom are former students themselves, and they are willing volunteers to assist where possible. The school has a documented parent and community engagement framework to build communication, partnerships, collaboration, decision-making and participation to improve student learning outcomes.

The principal leads improvements in teaching and learning for the school and demonstrates a strong conviction that improved teaching is the key to improved student learning.

Past and future professional learning activities focus on building staff members’ capacity in effective teaching strategies for the teaching of reading, spelling and writing. The school’s pedagogical framework has multiple documents developed over recent years by different school leaders. Refinement of this documentation to enhance consistency of practice in school priorities and to better reflect desired school signature pedagogies and regional initiatives is acknowledged by the school as a next step in school improvement. The opportunity for all staff members to receive regular feedback regarding teaching practice and
engagement with students, from the principal or colleagues, is a process yet to be formally enacted across the school.

The school has dedicated staff members who are committed to continuous improvement and they demonstrate an understanding of the importance of positive and caring relationships to successful learning.

Due to significant school leader turnover and other previous staffing changes, the school is currently working towards rebuilding a culture of collaboration and teamwork over time across cohorts of teachers and support staff members. Roles and responsibilities of all staff are yet to be formalised as is the emergence of formal coaching and mentoring processes within the school. Staff members acknowledge the necessity to build mutually respectful relationships across the school community. A strong collegial culture of mutual trust to support collaboration and teamwork for shared responsibility for student learning and success is emerging.

The school has previously developed a state school whole-school curriculum overview that articulates what teachers should teach and when to teach it.

The overview draws on the Curriculum into the Classroom (C2C) teaching resource which aligns to the Australian Curriculum (AC). The current school curriculum plan is shared with staff. The principal reports that teachers inform parents of curriculum intent each term via class newsletters and informal emails. The principal and teaching staff members recognise the need for a timely review to collaboratively plan and redevelop a whole-school curriculum, assessment and reporting framework that strongly aligns to the AC and system requirements.

The school is working towards formalised approaches to enable the discussion, analysis and response to data so that a culture of self-evaluation and reflection across the school is strengthened.

Students can confidently articulate their achievement levels and can show their progress that is recorded in personal learning logs/data books and that their teachers record in subject assessment folders. Students are able to state their goals and areas for improvement by referring to these documents. Teacher confidence to professionally share this best practice is emerging.
2.2 Key improvement strategies

Collaboratively refine the school’s pedagogical framework, with supporting Professional Development (PD), to clearly articulate the school’s signature pedagogies for their consistent implementation across the school.

Build on the congeniality of staff members to develop a strong collegial culture of mutual trust to support collaboration and teamwork regarding shared responsibility for student learning and success.

Collaboratively refine the whole-school curriculum, assessment and reporting framework.

Strengthen the data literacy of teachers and their confidence to share their best practice within and beyond the school.

Collaboratively develop a formal observation and feedback process to provide timely support and advice on classroom practices enacted for the school’s future improvement agenda and in areas for individual development.
3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The principal and staff members are committed to every student succeeding. They have high expectations for student attendance, behaviour and learning outcomes. The school motto is ‘Pride in Achievement’.

The principal works with teachers and support staff members to review current student achievement levels and how these have changed over time. This has led to a focus on the teaching of reading. Improving student spelling and increasing student attendance are emphasised by the principal as part of the school’s EIA and their importance within the school is apparent in daily operations and the provision of resources.

Reading is documented in the school’s 2016 Annual Implementation Plan (AIP) as the number one priority under which are four strategies with eight accompanying actions. Explicit and clear school-wide targets for reading improvement with accompanying timelines are yet to be set. Other aspects of the school’s enacted EIA including spelling and attendance are yet to be incorporated into strategic planning documentation.

There is a target of 96 per cent attendance set by the principal. School progress in achieving this is communicated throughout the year in the school’s newsletter. Communication of school progress to staff members, students and families regarding all aspects of the EIA is less apparent.

Programs utilised by the school to improve the teaching of reading and spelling are monitored and responses to interim reviews regarding their effectiveness have led to further development and refinement. The principal recognises this process is ongoing.

The principal has recently developed the ‘Moonie State School Explicit Reading Program’ as a two page summary document that provides a clear overview of the pedagogies and specific processes associated with the teaching of reading at the school.

Teachers access the school-wide assessment and internal monitoring schedule, indicators and explicit targets for improvement in student achievement levels. Students in Prep-Year 2 and Year 3 to Year 6 record ongoing achievement and attendance records in their Learning Log or My Personal Data Book and are able to articulate their achievement.

The principal has established a whole-school data wall in the staffroom and teachers utilise class data to reflect on student learning and the effectiveness of their teaching. The principal is committed to finding methods to improve current learning outcomes. This is reflected in an eagerness to study other schools that are achieving improvement, to research evidence and further professional learning.

The core rules of ‘Be Respectful, Be Responsible and Be Safe’ provide a foundation for behaviours for learning. These rules are displayed across the school and are known by the students and the broader community.
Improvement strategies

Collaboratively review and refine the school’s strategic plans to be aligned and reflective of a narrow and sharp focus with achievable actions, set targets and accompanying timelines.

Develop processes to communicate the school’s improvement agenda, school-wide targets and accompanying timelines to staff members, students, parents and families.
### 3.2 Analysis and discussion of data

#### Findings

The school places a high priority on the school-wide analysis of systematically collected data regarding student assessment, attendance and behavioural outcomes.

The school has developed a comprehensive ‘Moonie State School Assessment Plan’ that documents the assessment and internal monitoring schedule, indicators and targets for 2016 diagnostic, formative and summative assessment. Assessment instruments used to collect data include Burts Reading Test, South Australian Spelling Test (SAST), Words Their Way, annotated reading samples, C2C assessment tasks, PM Benchmarks, Spelling Mastery, Lexile Running Records, Informal Prose Inventory, PROBE, PAT-R, PAT-M, PAT-SPG, PAT-S, Number Facts Quick Test and National Assessment Plan — Literacy and Numeracy (NAPLAN). Data is collected and recorded at regular intervals.

Evidence of student learning is displayed in the classroom and a data wall of student achievement and growth towards school benchmarks and targets is displayed in the staffroom. The principal reports school attendance targets and current rates to parents via the newsletter. Formal arrangements for summarising, displaying and communicating other school-wide data to parents and the school community beyond the annual reporting process are emerging.

The school is working towards formalised approaches to enable the discussion, analysis and response to data so that a culture of self-evaluation and reflection across the school for staff members is strengthened.

Students can confidently articulate their achievement levels and show their progress that they record in personal learning logs/data books. Teachers record this data in subject assessment folders. Students are able to state their goals and areas for improvement by referring to these documents. Teacher confidence to professionally share this best practice is emerging.

The school had a 100 per cent participation rate in the NAPLAN in 2016. It has maintained this high participation rate since 2008. In 2016 fewer than ten students sat for NAPLAN. The statistical reliability of a small cohort of six students in Year 3 and three students in Year 5 should be considered when reviewing NAPLAN data.

The school's Year 3 Mean Scale Score (MSS) in NAPLAN 2016, when compared to Similar Queensland State Schools (SQSS), is similar for reading, grammar and punctuation and numeracy and above in spelling and writing. In Year 5, the MSS achievement is similar to SQSS in numeracy and grammar and punctuation and below in reading, writing and spelling.

The percentage of Year 3 students who achieved in the Upper Two Bands (U2B) in 2016 is above SQSS in reading, writing and numeracy, below in spelling and similar to SQSS in grammar and punctuation. In Year 5, the percentage of students achieving in the U2B is above SQSS in writing, spelling and numeracy and below in reading and grammar and punctuation.
School performance in 2016 relating to National Minimum Standard (NMS) matched to Queensland State Schools (QSS) for Year 3 and Year 5 is above in all strands, except Years 3 and 5 writing and Year 3 reading where the percentage of students achieving at or above NMS is lower than QSS.

School performance in relative gain 2014-2016 Years 3 to 5 is below SQSS in all strands except numeracy where it is similar.

Positive behaviour data is reported on OneSchool with very few minor misbehaviours requiring reporting. The school collects and monitors attendance data. This data is reported to parents through the newsletter and students are rewarded as a class for high attendance levels.

**Improvement strategies**

Strengthen data literacy of teachers and their confidence to share best practice within and beyond the school.

Explore measures to regularly communicate summarised school-wide data updates, beyond attendance, to parents and the school community.
3.3 A culture that promotes learning

Findings

The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully. School community members comment that the best feature of the school is the students. A community member described the school as one that ‘has a really nice feel about it’. Interactions between staff, students, parents and community members are caring, polite and inclusive.

The school views parents as an integral part of the school community and partners in learning. Students believe that their teachers are supportive, understanding and provide them with the support they need. Most parents believe that their child is well catered for.

The school promotes a culture of inquiry and innovation where independent student learning is valued. An inquiry cycle underpins the delivery of science in the school.

The school implements a Responsible Behaviour Plan for Students (RBPS). Positive behaviour is acknowledged by staff members issuing I Spy stickers when they observe a student following the focus school rule for the week. Parents are informed of the focus behaviour expectation in the newsletter and students are informed at weekly assembly.

Positive classroom behaviour is acknowledged by a school-wide approach which is celebrated each term. There have been no long or short suspensions or exclusions in the school since 2013.

The school works together with the P&C and parent body to create an attractive and stimulating physical environment that supports and encourages learning. The principal, staff members and students all take an active role in presenting the school well, with the principal undertaking maintenance duties when support staff are unavailable. Classrooms are well organised with resources presented in an orderly fashion.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and the necessity to build mutually respectful relationships across the school community. It is acknowledged the school has experienced significant changes in leadership in recent years and a strong collegial culture of trust and support amongst staff members is emerging.

The school’s efforts to provide a range of extracurricular activities involving the Arts, literacy and sporting opportunities for students is appreciated by the school community. This contributes to the school’s sense of pride and level of recognition within the local and wider community.

A personal development program, Bounceback, was introduced into health and physical education lessons. It is successfully delivered and used to provide students with the strategies needed to develop values including respect, cooperation and resilience. The principal intends to review this program to ensure the social and emotional needs of students continue to be met.
The current student attendance is at 95 per cent and this level of attendance has been similar since 2012. In 2016 there is a limited number of children with an attendance rate of less than 85 per cent. This is an improvement on 2015. Student attendance is celebrated as a class success on assembly each week and at the end of term the class with the highest attendance is rewarded with a class party.

Due to exceptional circumstances the 2015 School Opinion Survey (SOS) reflects the views of only a small number of parents, staff members and student respondents and is not considered relevant to the school in 2016. The 2016 SOS results are yet to be released. The principal recognises the need to develop sustainable plans and implementation strategies to mitigate the impact of leadership mobility on all school operations.

**Improvement strategies**

Build on the congeniality of staff members to develop a strong collegial culture of mutual trust and support between staff members and school leaders.
3.4 Targeted use of school resources

Findings

The principal and staff members give high priority to meeting the learning and wellbeing needs of all students in a multi-age context and human and physical resources are allocated accordingly.

Staff members’ expertise and interests are utilised to flexibly deliver the curriculum and learning programs implemented for whole class, small group and individual learners.

The principal has structured the school into three classes: Prep–Year 2, Year 3–Year 4 and Year 5–Year 6. One full-time and two part-time teachers work with the teaching principal to deliver various subjects, with one part-time teacher delivering science and the Arts to all students. Three teacher aides work in various full- or part-time roles to provide one on one instruction and support across the classes.

Delivery of specialist subjects is undertaken in a variety of methods. Health and Physical Education (HPE) is provided internally and Japanese language is delivered via online learning.

All staff members indicate that they have the necessary resources they require to do their job effectively.

There are currently no Indigenous students enrolled. No students are identified as English as an Additional Language/Dialect (EAL/D) learners and a small number of students require an Education Adjustment Program (EAP) profile.

The principal recognises future school enrolment may impact on staffing allocation and is considering methods to address this potential issue. In the past, the school’s P&C has contributed to funding additional staffing.

The principal reports that a book pack system operates successfully in the school and allows for provision of items including text books, paper and consumables.

An amount of $9885 is expected to be received by the school for the 2016 Investing for Success (I4S) funding. This money is used for an additional fraction of teacher time to enable three classes to operate as well as purchase of additional reading and spelling resources. Clear alignment of budget allocations with strategic and planning documents is developing.

The principal reports that no funds were carried over from the 2015 Great Results Guarantee (GRG) funding.

The current school bank balance is $60 025, which includes $13 000 in provisions for equipment replacement.

The formulation of the school’s annual budget is supported by the region’s senior finance officer in conjunction with the school’s administration officer and principal who allocate funding in response to local and system priorities. The budget is endorsed by the school’s P&C and the principal and administration officer meet regularly to monitor expenditure.
The school’s P&C is committed to supporting the school. They work with a strong core of volunteers in a range of ways to fundraise and undertake working bees to meet the learning and wellbeing needs of all students.

A core of parents volunteers to run the school’s weekly tuckshop and reading groups three days a week in classes across the school.

Information and Communication Technologies (ICT) are utilised despite intermittent internet service affecting this particular geographic location. A new computer room is set up to enable student better access to ICT.

Staff members, students and parents display a real sense of pride in the school. Attention is given to the ongoing maintenance and development of the grounds and facilities.

**Improvement strategies**

Develop a workforce plan in consultation with regional human resources personnel to address future staffing needs of the school.

Ensure stronger alignment of strategic and improvement plans to budgetary processes.
3.5 An expert teaching team

Findings

The school has dedicated staff members who are committed to continuous improvement and are eager to undertake professional learning to expand their repertoire of knowledge and practice.

Due to significant school leadership turnover and other previous staffing changes, the school is currently working towards rebuilding the continuity of a culture of collaboration and teamwork over time across cohorts of teachers and support staff members. Roles and responsibilities of all staff members are yet to be formalised as is the emergence of formal coaching and mentoring processes within the school.

Classroom walkthroughs are an evolving practice and professional support between teachers and with support staff members is provided on a need to basis. Systematic arrangements that include classroom-based learning and opportunities for teachers to work together to learn from each other’s practices are emerging. The principal and teachers recently recorded their own teaching to share with each other so as to improve consistency in delivery of the spelling skills program.

The school holds staff meetings each week after school. These meetings predominantly discuss operational matters. Regular opportunities to meet regarding the school’s EIA, pedagogy and data analysis are yet to be planned for and enacted outside school professional development days.

Teachers and support staff members are aware of the use of individual Annual Performance Development Plans (APDP). The enactment of a full cycle of the APDP process for all staff members is yet to occur.

The school professional learning plan is yet to be documented beyond what occurs at the beginning of the year. Staff members complete mandated training through the use of available online modules. A formalised induction program is yet to be implemented.

The principal actively participates in a range of ways with the cluster of local schools consisting of nine small primary schools and one Prep–Year 10 college. The cluster is working towards collaborative sharing of resources, events and activities for student learning.

The school works closely with two other schools. The principal of one of these schools reports this networked relationship is highly valued for its principal-to-principal leadership development and other strategic, joint curriculum planning and teaching work. The principal is in a mentoring relationship with an experienced senior principal from a large school outside the cluster.
Improvement strategies

Plan for time to regularly meet with all teachers regarding the school’s EIA, pedagogy and data analysis.

Develop and embed a whole-school professional learning plan aligned to the school’s future EIA, including mandatory and induction training.

Establish systematic processes to devise and monitor individual staff APDP.

Establish roles and responsibilities of all staff members and introduce regular coaching and mentoring opportunities to develop a culture of continuous professional learning.
3.6 Systematic curriculum delivery

Findings

The school has a previously developed ‘Moonie State School Whole School Curriculum Overview’ which summarises what teachers should teach and when to teach it. The overview draws on the C2C teaching resource. The school has copies of the Australian Curriculum (AC). Monitoring of when the content descriptors are taught or assessed is informal. The current curriculum plan is shared with teachers.

A process of making the curriculum locally relevant and building on students’ existing knowledge and skills is yet to be developed. The principal articulates an intention to collaboratively review and redevelop a whole-school curriculum overview that strongly aligns with the AC. Teachers are familiar with the school’s curriculum expectations and share the principal’s view that the existing school curriculum requires refinement.

Staff members use their own time to exchange resources, jointly plan some learning activities, share assessment examples and seek advice. Teachers report they informally review their unit plans so that what was taught can be checked against what was planned. This enables teachers to incorporate appropriate responses to future curriculum planning and delivery. Differentiation planning is informal.

The principal is willing to establish formal regular processes for internal moderation and is having discussions with cluster colleagues regarding doing this externally to ensure consistency of teacher judgement of summative assessment.

Staff members articulate the school’s priorities to improve student outcomes in the areas of reading and spelling. Teachers are committed to ensuring that all students are proficient in the basics of literacy and numeracy. There is a strong focus on the development of literacy and numeracy skills across all curriculum areas.

Teachers state that they incorporate creative, critical thinking and social capabilities in their daily teaching. The school provides students with opportunities to participate in extension learning activities including International Competitions and Assessments for Schools (ICAS), Goondiwindi Eisteddfod, Macintyre Young Writers’ Competition and Macintyre Young Writers’ Camp. Online extension activities for students is problematic due to the intermittent availability of internet service to the school.

An assessment schedule provides a wide ranging list of assessment, timelines and targets that directs teachers to review student progress.

Written report cards are provided at the end of each semester. Interviews are offered to parents twice yearly with informal meetings occurring with teachers as required.
Improvement strategies

Collaboratively refine the whole-school curriculum assessment and reporting framework.

Create opportunities for a whole-school approach to curriculum planning, review and development on a regular basis.

Develop formal moderation processes within and beyond the school to build consistency and confidence in teacher judgement regarding Levels of Achievement (LOA) and clarity of the AC achievement standards.
3.7 Differentiated teaching and learning

Findings

A shared belief exists that all students can learn, given time and support. Teachers utilise a range of assessment tools to identify and address the learning needs of individual students, including students with learning differences.

Flexible classroom arrangements are implemented to allow for smaller group sizes in the delivery of certain subjects. Cohorts of students are taught as single year levels and/or are clustered into multiple year level groups for a range of subjects.

Students state that they really like their teachers because, ‘They include everyone and help us when it’s needed and we can work at our own level’.

There is systematic use of an extensive range of diagnostic assessments for each student every term or once per semester. One assessment is administered by a teacher who provides feedback to each student’s teacher. All other tests are completed by the class teacher. Results are used to provide feedback to students, determine teaching responses for improvement and are entered on OneSchool. A review of the effectiveness of every diagnostic assessment instrument is yet to occur.

There are no time allocations for subjects in school documents beyond term program overviews. The principal acknowledges that the overall assessment schedule can be refined and time allocations for curriculum subjects will be reviewed and documented.

Staff members support students in ability groupings for reading and spelling. These sessions are timetabled three times per week across all classrooms.

The school has a documented process for differentiation, ‘How to Differentiate’. The principal acknowledges this will be updated to reflect the recent changes to systemic recording procedures and requirements.

The school is implementing Education Adjustment Plans (EAP) and Individual Curriculum Plans (ICP) for those students requiring high levels of support. Staff member knowledge regarding devising ICPs is developing. Other specific, targeted intervention programs are established for students who have additional learning needs.

Most parents express satisfaction with how the school is supporting the learning of students. Some parents are frustrated with the provision of externally provided support services. They recognise this is predominantly due to being in a remote rural location with reduced access to specialist professionals. All parents state their child regularly tells them about what they are learning and that they are happy to come to school.

Improvement strategies

Review the effectiveness of the range of data utilised for differentiated teaching to strengthen alignment with the data students use in their learning logs and My Personal Data Book.
3.8 Effective pedagogical practices

Findings

The principal leads improvements in teaching and learning for the school and demonstrates a strong conviction that improved teaching is the key to improved student learning.

The school’s pedagogical framework has multiple documents. These were developed over recent years by different school leaders. The existing documents reference multiple research-based pedagogies including Explicit Teaching, Direct, Indirect, Interactive and Experimental Teaching, 16 elements from Archer and Hughes and a Symphony of Teaching and Learning. Refinement of this documentation with associated PD to enhance consistency of practice in school priorities and to better reflect desired school signature pedagogies and regional initiatives is acknowledged by the school as a next step in school improvement.

Past and future professional learning activities are focused on building staff members’ capacity in effective teaching strategies regarding the teaching of reading and spelling.

The school is embedding assessment-literate learning with students. Teachers and students regularly collaborate to develop individual learning goals to improve outcomes in a range of learning areas including spelling, writing and mathematics. Diagnostic and summative data results and attendance rates are utilised in this process.

In Prep‒Year 2 students independently, and with teacher assistance, record their results and achievement for each term in their personal learning logs. In Years 3‒6, similar data is recorded by students in individual booklets called ‘My Personal Data Book’. Students record goals for learning and nearly all students can articulate the next steps for improvement. Teachers understand how this work assists students build their personal belief in their capacity to learn and their understanding regarding the link between effort and success.

Other teaching strategies apparent in the classroom include: an established learning environment where students are engaged, challenged, feel safe to take risks and are supported to learn; established high expectations for every student’s progress and ambitious targets for improving their performance; and, provision of regular and timely feedback to students in forms that make clear what actions individuals can undertake to further learning progress.

Task requirements and Guides to Making Judgements (GTMJ) for assessment are known and understood by most students. Artefacts regarding these and student work exemplars are on display in the classroom.

Opportunities for all staff members to receive regular feedback regarding their teaching practice and their engagement with students, from the principal or colleagues, is a process yet to be formally enacted across the school.

**Improvement strategies**

Collaboratively refine the school’s pedagogical framework, with supporting PD, to clearly articulate the school’s signature pedagogies to ensure consistent implementation across the school.

Collaboratively develop a formal observation and feedback process to provide timely support and advice on classroom practices enacted for the school’s future improvement agenda and in areas for individual development.

Investigate opportunities for teachers to share their best practice with other schools regarding how they develop assessment-literate learning in students.
3.9 School-community partnerships

Findings

It is apparent that the school and P&C have a solid partnership. The principal has the strong support of staff members and all staff members are highly valued by parents and the local community.

The school has a positive profile with local community members, many of whom are former students themselves, and they are willing volunteers to assist where possible.

The school’s P&C is active and works to raise funds to improve school facilities. Funds are utilised to subsidise costs of activities and excursions to make them low cost or free for all students. In recent times the P&C has subsidised staff wages, school camps, purchased digital projectors for classrooms, installed external lighting for the school, paid for sport coaching wages and in 2016 have applied for a major grant to further upgrade school ICT hardware.

A number of parents support reading in the Prep–Year 2 and Years 3 and 4 classes and volunteer at the school tuckshop that operates weekly. Parents are informed of school events, behaviour and resource purchases at a monthly P&C meeting and in the school newsletter.

The school and parent body work with the Moonie Sports Association and collaborate on an annual event. The school uses the association’s local facilities to conduct their end of year concert and to hold supporting events. A representative of the association states that the school is approachable and reciprocal with the support provided.

The school has an established partnership with Tara State College. Advisory teachers and a guidance officer support from the college visit on a needs basis. The students visit the college biannually to attend learning extension days. Year 6 students who intend to go to the college attend an annual transition open day in Term 4. The principal accompanies parents upon request to assist with enrolment at boarding school.

A playgroup is held at the sports club that adjoins the school and is run by an independent agency, Goondiwindi District Family Day Care. Playgroup is held once a week. The playgroup attends Book Week celebrations at the school and in Term 4 the Prep teacher and current year Prep students visit the playgroup. Children at playgroup who will become Prep students in the following year visit the Prep–Year 2 classroom twice in Term 4.

The school has a previously documented parent and community engagement framework to develop communication, partnerships, collaboration, decision making and participation to improve student learning outcomes.

Improvement strategies

Review the parent and community engagement framework to ensure sustainability with the school’s community partnerships and to confirm that they are having their intended impact on improving student learning and wellbeing outcomes.