Pormpuraaw State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Pormpuraaw State School** from **20** to **22 June 2022**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the National Quality Standard. 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 Lead Principal to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Leah Mullane	Internal reviewer, EIB (review chair)
Tanya Abell	Peer reviewer
Sally Rosario	Peer reviewer

1.2 School context

Indigenous land name:	Pormpuraaw
Location:	Pormpuraaw Street, Pormpuraaw
Education region:	Far North Queensland Region
Year levels:	Kindergarten to Year Six
Enrolment:	91
Indigenous enrolment percentage:	91.20 per cent
Students with disability percentage:	20.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	712
Year principal appointed:	2021 – acting, permanently appointed in 2022

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Head of Department (HOD), Business Manager (BM), five teachers, five teacher aides, facilities officer, tuckshop convenor, guidance officer, two community engagement officers, eight parents and 37 students.

Community and business groups:

- Child and Youth Mental Health Service (CYMHS), Director of Nursing – Pormpuraaw Health Care Clinic, Pormpur Paanthu Aboriginal Corporation (PPAC) and community ranger.

Partner schools and other educational providers:

- Pormpuraaw Long Day Care and Head of Early Years Pathways.

Government and departmental representatives:

- Principal Advisor Teaching and Learning (PATAL), Centre for Learning and Wellbeing (CLAW), HOD-State Delivered Kindergarten (SDK), SDK senior advisor, Transition Support Services (TSS) and Assistant Regional Director (ARD).

2. Executive summary

2.1 Key findings

Staff members articulate developing supportive relationships with students as key to engagement in learning.

Staff members work to develop and maintain a positive and caring environment with high expectations for learning. Students describe their teachers as kind, caring and helpful. Most parents describe the supportive and helpful nature of the staff members and their dedication to supporting students to succeed. Kindergarten staff have warm, respectful and responsive relationships with children. Kindergarten children are confident to express their ideas and needs, and are active participants in their own learning.

Staff members describe the school as 'like a family'.

Staff members articulate a sense of trust and collegiality shared amongst the team. They indicate that interactions between staff are caring, respectful and supportive. Staff members express a belief in the capability of the leadership team in supporting school improvement and staff wellbeing. They appreciate the support they have been afforded and comment on the caring nature of the staff as a whole.

The school team is united and committed to supporting students to improve and succeed.

The principal expresses a desire for strengthened accountability in the Explicit Improvement Agenda (EIA), with clarity for staff members on their role in its enactment. The principal articulates the importance of implementing strategies and actions within the EIA. They indicate that school leaders develop a range of resources and strategies for enactment within the school. School leaders acknowledge the importance of developing systems for working with teachers to drive the improvement agenda.

Teachers articulate the importance of high-quality curriculum delivery to engage students in their learning and improve academic outcomes.

School leaders acknowledge the importance of developing teacher capability in planning and implementing the Australian Curriculum (AC). A school-based template for curriculum planning is utilised to unpack Curriculum into the Classroom (C2C) and school-based units which teachers complete with the Head of Department – Curriculum (HOD-C) for English and mathematics. Teachers use planning time to contextualise the units and make them locally relevant. School leaders and teachers express a desire to strengthen this process to further develop locally relevant and authentic cultural learning.

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

Staff are committed to improvement in teaching practices and student outcomes. The research-based framework, Explicit Instruction (EI) by Archer and Hughes[1], is emerging as the school's agreed pedagogical approach. Teachers are beginning to understand and use EI to maximise students' learning. The kindergarten teacher and teacher aide are responsive and scaffold children's learning. They utilise intentional teaching practices to respond to children during planned experiences and to support and extend emergent learning experiences. A whole-school approach to pedagogy, with agreed evidence-based practices for consistency across the school, is yet to be developed.

The principal articulates the importance of data collection to monitor student improvement and determine students' starting points for learning.

Teachers discuss data sets collected within the class to support their understanding of student needs. They indicate that diagnostic and benchmarking tests allow them to develop an understanding of students' current level of learning. Some staff members express a desire for further support in utilising data to inform teaching and learning cycles. School leaders acknowledge the importance of developing teachers' data literacy and facilitating data analysis discussion.

School leaders and staff express a strong commitment to success for all students and hold high expectations that all students will achieve.

Teachers express a desire to meet students where they are in their learning and tailor learning experiences that reflect their areas of development and cultural context. Staff members are acutely aware that an inclusive environment that caters for individual learning needs is essential for all students. The leadership team and teachers express they are open and ready to build their capability in the area of differentiation. A collaboratively developed school-wide expectation regarding inclusive practices for a consistent school-wide approach is yet to be apparent.

In kindergarten a robust assessment and planning cycle is evident, informed by observation, analysis and reflection on children's learning.

The kindergarten teacher utilises knowledge of children's strengths, interests, culture and abilities to plan a kindergarten program that aligns to the Queensland kindergarten learning guidelines (QKLG). A weekly plan supports implementation of the program, which is responsive to children's emergent interests. Kindergarten staff reflect daily and the teacher is building the teacher aide's confidence in responding to children's interests and capability in documenting this in the planning cycle. The teacher utilises the continua of learning and development (continua) to assess children's progress and is working with the State Delivered Kindergarten (SDK) Head of Department (HOD) on ways to monitor this across the year to identify any gaps.

The leadership team and staff actively seek ways to enhance students' learning and wellbeing by partnering with parents and families.

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[1] Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: effective and efficient teaching. Guilford Press.

Parents and families are recognised and valued in their child's education. School staff are actively visible and engaged within the community and regularly conduct home visits to prevent students becoming at risk. Working with the school Remote School Attendance Strategy (RSAS) officers, staff visit homes to improve student school attendance, seek support and guidance from families and engage them as partners in their child's learning. Established partnerships support the school within the Pormpuraaw community. These partnerships are mutually beneficial for students and the associated organisations and provide opportunity for each partner to share their messages, celebrations and activities in the broader community.

2.2 Key improvement strategies

Develop shared accountability of the EIA, with systematically planned actions for implementation, driven through an instructional leadership model.

Strengthen teacher capability in understanding and implementing the AC with planning for localised and authentic cultural learning.

Collaboratively develop a whole-school approach to pedagogy with agreed evidence-based practices for consistency across the school.

Develop systematic opportunities for Level of Achievement (LOA) data analysis discussions, to build teachers' data literacy in informing teaching and learning cycles.

Collaboratively develop school-wide expectations regarding inclusive practices to implement a consistent school-wide approach.