

Peregrian Springs State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





Contents

1. Introduction	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	10



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Peregian Springs State School** from **29 July to 1 August 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)
Randall Pointing	Peer reviewer
Tom Robertson	External reviewer
Suzy O'Connor-McLean	School-identified external reviewer



1.2 School context

Location:	The Avenue, Peregian Springs
Education region:	North Coast Region
Year opened:	2010
Year levels:	Prep to Year 6
Enrolment:	1116
Indigenous enrolment percentage:	2.7 per cent
Students with disability enrolment percentage:	2.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1063
Year principal appointed:	2009
Day 8 staffing teacher full-time equivalent (FTE):	66.40 – teaching staff 16.54 – non-teaching
Significant partner schools:	Coolum State High School, Coolum State School
Significant community partnerships:	Project Compassion, Peregian Digital Hub, Coolum-Peregian Returned and Services League of Australia (RSL) Sub Branch, Arcare Peregian Springs, local early childhood providers, Apple Education, Ventia Public-Private Partnership (PPP), local business sponsors, local sporting associations
Significant school programs:	Australian Curriculum (AC), mLearning, Sounds to Letters, learning frameworks for writing, reading, word study, number sense, handwriting and cybersafety, a range of social and emotional wellbeing programs, program for targeted approach to learning, coaching and classroom visits, transition programs for Prep to Year 6, Parenting with Choice Theory



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, four Heads of School (HoS), guidance officer, Business Manager (BM), 45 classroom teachers, two Arts specialist teachers, eight Learning Enhancement (LE) teachers, strings teacher, instrumental music teacher, two Health and Physical Education (HPE) teachers, Japanese language teacher, LE team, Be You team, Science, Technology, Engineering, Arts and Mathematics (STEAM) team, resource centre team and volunteers, behaviour support team, Year 5 inquiry cycle team, curriculum leadership team, Choice Theory group, 24 teacher aides, principal's personal assistant, five administration officers, schools officer, five ancillary staff, 65 parents and 118 students.

Community and business groups:

- School council members, local RSL club representative, local aged care facility representative, Adopt-a-Cop and Choice Theory parent group.

Partner schools and other educational providers:

- School leaders of local feeder high school, past director local kindergarten and numeracy coach.

Government and departmental representatives:

- Councillor for Division 9 Sunshine Coast Council, State Member for Ninderry and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School inclusion plan	School community partner overview
Frameworks to support teaching and learning	School-based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school has intentionally developed a high-performance learning culture characterised by quality relationships, quality practice and a commitment to quality outcomes for all.

High expectations and a firm belief that every student is able to succeed underpin practice. Teachers are consistent in demonstrating a commitment to this belief and are passionate towards continually developing their capability to contribute further to the desired outcomes of this high-performance culture. Trust is a valued part of the interactions amongst staff and the implementation of the self-evaluation, co-verification model for improved performance has enhanced the school's focus on quality. Teaching staff members operate in a highly collegial paradigm whereby mutual sharing of expertise and the active seeking of feedback from colleagues, leaders and students are accepted practice.

School staff members, supported by school leaders, have created a safe, inclusive and rich learning environment.

Positive relationships between staff members and parents are apparent across the school with parents indicating they are welcomed as partners in their child's learning and as such are actively engaged. The school operates using Choice Theory as its psychological base, and understanding self and others to enhance the quality of relationships is a focus for all staff and learners. Knowing and understanding a learner's personality needs profile in addition to a learner's background, ability and learning styles enable teachers to form deeper quality relationships with learners.

The inquiry cycle approach, built around 'learning sprints' supports teachers to use data to enhance practice, differentiate learning and provide a narrow focus for improvement.

This process is facilitated three times each term and supported by the year level cohort leader. It further supports the adoption of evidenced-informed practice and helps to develop the collective efficacy of teacher teams. Teachers actively discuss and collaborate using data and the language of 'boulders, pebbles and sand' to narrow and define a focus area and identify strategies for 'sprint' activities designed to lift student performance. Inquiry cycles are identified as a critical aspect of the school's data-driven improvement agenda and a key input to the ongoing development of the established school culture of teacher self-evaluation and reflection.

School leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

Teachers articulate a professional commitment to consistent high quality teaching practices that focus on and support the achievement of every student. The framework draws on research and best practice and identifies three broad-based signature pedagogies. These key practices include the Gradual Release of Responsibility (GRR) model, inquiry-based



pedagogy and Explicit Instruction (EI). School leaders recognise that teachers are at different stages in their ability to implement the three signature pedagogies of the school's framework and are committed to supporting teachers to develop their repertoire of practice in the effective delivery of these high-yield strategies.

The school's leadership team and teaching staff members express a commitment to implementing curriculum units aligned to the expectations of the Australian Curriculum (AC).

Teachers are encouraged to adjust and refine assessment tasks and curriculum units to suit the needs of students. A next step in this process is creating flexibility in curriculum delivery and assessment processes to provide students with multiple opportunities to demonstrate their learning against agreed standards. Quality Assurance (QA) processes measuring alignment with the rigour and intent of the AC are established with the school's curriculum team checking unit planning against the scope and sequence for learning. These school leaders are committed to continuing this QA process to ensure effective delivery of the AC across the years of schooling for all learning areas.

School leaders and staff members express the belief that all students are capable of learning successfully when motivated and provided with the appropriate support.

The school data profile indicates a large number of students are highly capable learners. Some teachers confidently describe strategies they use to effectively engage, challenge and extend the learning of high achieving students. Other teachers report supporting the learning of these students provides an ongoing challenge for them. Members of the leadership team express a commitment to supporting teachers in developing their repertoire of practice in effectively differentiating for the range of student learners within their classroom including specific consideration for the learning of high achieving students.

The school's high-performance culture is underpinned by an expectation of individual responsibility regarding teacher practice, with the school's performance the collective responsibility of all individual 'performers'.

Teachers are trusted professionals and take responsibility for contributing to the school's performance in improving student learning and wellbeing outcomes. Teaching staff members additionally take responsibility for self-evaluating and co-verifying their contribution, further developing their own performance capability, demonstrating their own performance and for sharing their expertise to assist others' performance as part of their core business. The sharing and showcasing of quality teaching and learning is embedded practice.

A whole-school approach is developed to support differentiated learning that includes support for students at the three levels of differentiated, focused and intensive teaching.

Significant work has been undertaken by the school's leadership team, led by the Head of School (HoS) – Diverse Learning and supported by the Learning Enhancement (LE) team, to develop the school's approach to inclusion. System expectations for all students to be learning in classrooms alongside their same age peers are embedded into the school's



teaching and learning practices. Processes to support co-planning and co-teaching are well accepted as an integral part of the school's teaching and learning. Ongoing conversations occur between these members of the teaching team to plan differentiated learning experiences for the full range of student learners.

The school has an identified mLearning plan that is delivered through the school focus on the use of digital pedagogies.

Classrooms are rich with examples of students effectively using technology to record student goals, using apps to further learning, accessing real-world experts, recording and reporting investigations and for inquiry and research purposes. Teachers are continuing to develop their skills in mLearning through the use of the Substitution Augmentation Modification Redefinition (SAMR) model in an endeavour to transform learning experiences for students. Coding and robotics feature within the delivery of the digital technology curriculum. A developmental access and introduction to devices is well-considered and introduces computational thinking and problem solving skills throughout the school. This is introduced in Prep through the use of Bee-Bots and progresses through drones, Spheros, Edisons and LEGO Mindstorms EV3 robotics. In-school experts support the capability development of teachers in respective year levels to implement elements of the digital technologies.



2.2 Key improvement strategies

Further build staff capacity in relation to the school's pedagogical framework and continue to promote opportunities for school staff to develop their repertoire of practice in the delivery of high-yield strategies.

Ensure effective delivery of the AC across the years of schooling by continuing to quality assure curriculum unit implementation and collaborate with teachers to develop and implement assessment tasks that provide students with multiple opportunities to demonstrate their learning.

Further support classroom teachers in planning for and implementing differentiated learning experiences for high achieving students to ensure they are effectively engaged, challenged and extended in their classroom learning.