



School Improvement Unit Report

Peregian Springs State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Peregian Springs State School from 22 to 24 July 2015. 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:	191 The Avenue, Peregian Springs
Education region:	North Coast
The school opened in:	2010
Year levels:	Prep to Year 6
Current school enrolment:	887
Indigenous enrolments:	1 per cent
Students with disability enrolments:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1081
Year principal appointed:	2010
Number of teachers:	35 classroom teachers
Nearby schools:	Coolum State High School, Sunshine Beach State School, Coolum State School
Significant community partnerships:	KidsMatter, Lions Club, Rotary Club
Unique school programs:	Social Emotional programs, lunch time clubs, Earth Smart team



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, students, parents and community representatives, including:
 - Principal and six members of the leadership team
 - 21 classroom and specialist teachers
 - Three teacher aides
 - Five non-teaching staff
 - Eight parents
 - Seven Parents and Citizens' Association (P&C) representatives and School Council members
 - Seven community partners and members
 - Local high school and primary school principals

1.4 Review team

Michelle D'Netto	Internal Reviewer, SIU (review chair)
Tom Robertson	External Reviewer
Ray Pearce	Peer Reviewer



2. Executive summary

2.1 Key findings

- The strong school culture and ethos underpins all school operations and decision-making.

All involved with the school comment upon the caring environment that envelops the school and all express great pride in the school, its efforts and achievements. Staff and students display a positive approach in all facets of the school. Staff give high priority to understanding and addressing the learning and wellbeing needs of all students.

- The school operates with professional integrity and trust.

Staff display a professional approach to all aspects of teaching and learning and are supportive of each other in teaching teams across a wide range of professional activities. They demonstrate a strong collegial approach to teaching and undertake school specific and staff led professional development.

- There is a strong moral imperative to do the best for children.

Caring relationships are a feature of the school and within this environment, the school cultivates an environment of innovation and inquiry. Multiple learning opportunities exist for students; a professional staff are attuned to the learning needs of students and utilise a wide range of strategies and pedagogies, including digital technologies, to ensure effective teaching and learning take place. The school operates from a strong research base and has a core philosophy in Choice theory, which underpins the schools operation, and philosophy.


- There are multiple modalities of teaching and learning within a whole-school structure.

The school places a strong emphasis on identifying the learning needs of students and then selecting the most appropriate pedagogy to use for the identified students. Teachers use research-based pedagogies that most suit the learning style of the student.

National Assessment Program – Literacy and Numeracy (NAPLAN) performance data over the 2010-14 periods shows consistently high scores in National Minimum Standards, Mean Scale Scores and Upper Two Bands (U2B) relative to the nation and Queensland schools in Year 3 and Year 5.

- The school has a clear explicit improvement agenda.

The school improvement agenda is embedded in all facets of school operations. It is evidence-based, research-driven and is expressed in terms of improvements in measurable student outcomes with direct links to associated timelines. Reading, writing and numeracy are the key priorities for 2015.



Data is used purposefully and has informed the improvement agenda.

- Strong partnerships with the community exist.

The school has actively sought diverse ways to enhance student learning and wellbeing by developing meaningful partnerships with parents and families, other government agencies, local high schools and pre-Prep providers, and support agencies, local businesses and community organisations.

The school is held in very high regard within its community and is a school of choice for the community.



2.2 Key improvement strategies

- Continue to embed the culture and ethos of the school as it continues to grow.
- Explore the option of developing a metalanguage to describe the sophisticated signature pedagogies for the school.
- Continue to invest in and grow the professional skills and expertise of staff to influence public education within the school and beyond.