

Peregrian Springs State School

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Peregian Springs State School** from **21 to 24 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

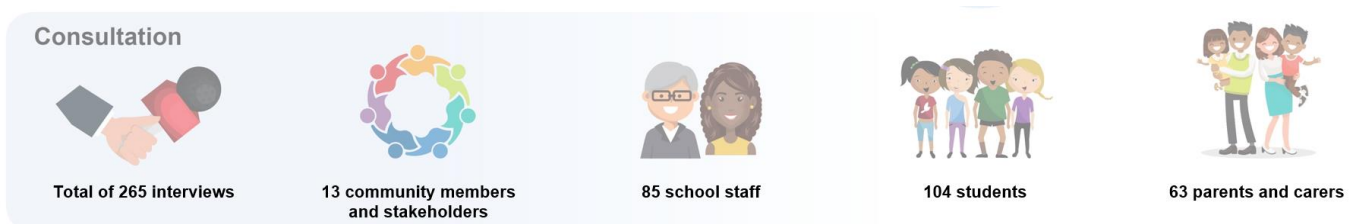
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Keith Graham	Internal Reviewer, SRR (review chair)
Lee Gerchow	Peer Reviewer
Danielle Radley	Peer Reviewer
David Manttan	External Reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Gubbi Gubbi/Kabi Kabi We acknowledge the Traditional Owners and Custodians of this land, the Gubbi Gubbi/Kabi Kabi people, who have walked and cared for this land for thousands of years. We extend our acknowledgment to their descendants who maintain their spiritual connection and traditions. We thank them for sharing their cultures, spiritualities and ways of living with the land in this place we all now call home. We pay our respects to Elders past, present and emerging. May we continue to walk gently and respectfully together.
<b>Education region:</b>	North Coast Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	1079
<b>Indigenous enrolment percentage:</b>	4%
<b>Students with disability percentage:</b>	20.7%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1053

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **29 July to 1 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1063 and the school enrolment was 1116 with an Indigenous enrolment of 2.7% and a student with disability enrolment of 2.3%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 8)
- Ensure effective delivery of the Australian Curriculum (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. (Domain 6)
- 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. (Domain 7)

## 2. Executive summary

### 2.1 Key affirmations

#### **Parents, staff and students identify the positive learning culture as a strength of the school.**

The school is characterised by a positive learning culture. Staff and students describe relationships as positive, respectful and nurturing. Staff members articulate a strong sense of collective efficacy regarding the work they undertake. Many staff members willingly take on extra responsibilities, such as facilitating lunchtime clubs and extra-curricular activities, and speak of their desire to give students every opportunity to realise their potential.

#### **Clarity of purpose and collective engagement under a united leadership team is described by staff.**

Staff articulate how the Annual Implementation Plan (AIP) and overarching strategic plan provide clarity regarding the school's purpose and direction. They express understanding of, and belief in, the roles they play in educating students and the importance of their contributions. Staff share their collective commitment to supporting every student to learn and achieve success. They articulate their confidence in their leadership team, describing leaders as united and caring.

#### **Staff build strong relationships with students and describe a personalised approach to learning within an inclusive culture.**

Staff share a belief that they are collectively responsible for each student's learning. They know their students and describe a personalised approach to teaching and learning. Students are viewed by staff as individuals, and staff members have a deep understanding for students' individual circumstances and backgrounds. Staff express their commitment to supporting the individual needs of students and to creating a safe and supportive environment for students to learn and grow.

#### **The professional workforce demonstrates collective efficacy, collegiality and mutual support of each other.**

A clear sense of collective efficacy, collegiality, and mutual support is apparent among staff members. Parents, students and staff members speak of the high levels of professional energy and commitment of the school workforce. Staff identify strong collegial relationships within their year level teams. Teachers appreciate the support of year level colleagues when planning, and describe sharing resources and teaching strategies.

## 2.2 Key improvement strategies

### **Domain 5:** An expert teaching team

Review and refine the instructional role of school leaders to quality assure delivery of the school's agreed signature pedagogies, aligned to the AIP priorities, through regular feedback cycles to teachers.

### **Domain 7:** Differentiated teaching and learning

Strengthen teacher capability to provide engaging, challenging and motivating learning experiences for all students, including high-achieving students, within the AC.

### **Domain 8:** Effective pedagogical practices

Collaboratively develop a plan to implement a whole-school approach to the teaching of reading within the AC to provide a consistent approach and philosophy across year levels.

### **Domain 3:** A culture that promotes learning

Collaboratively review processes to support student behaviour and engagement to establish a common language and shared understanding of school expectations.