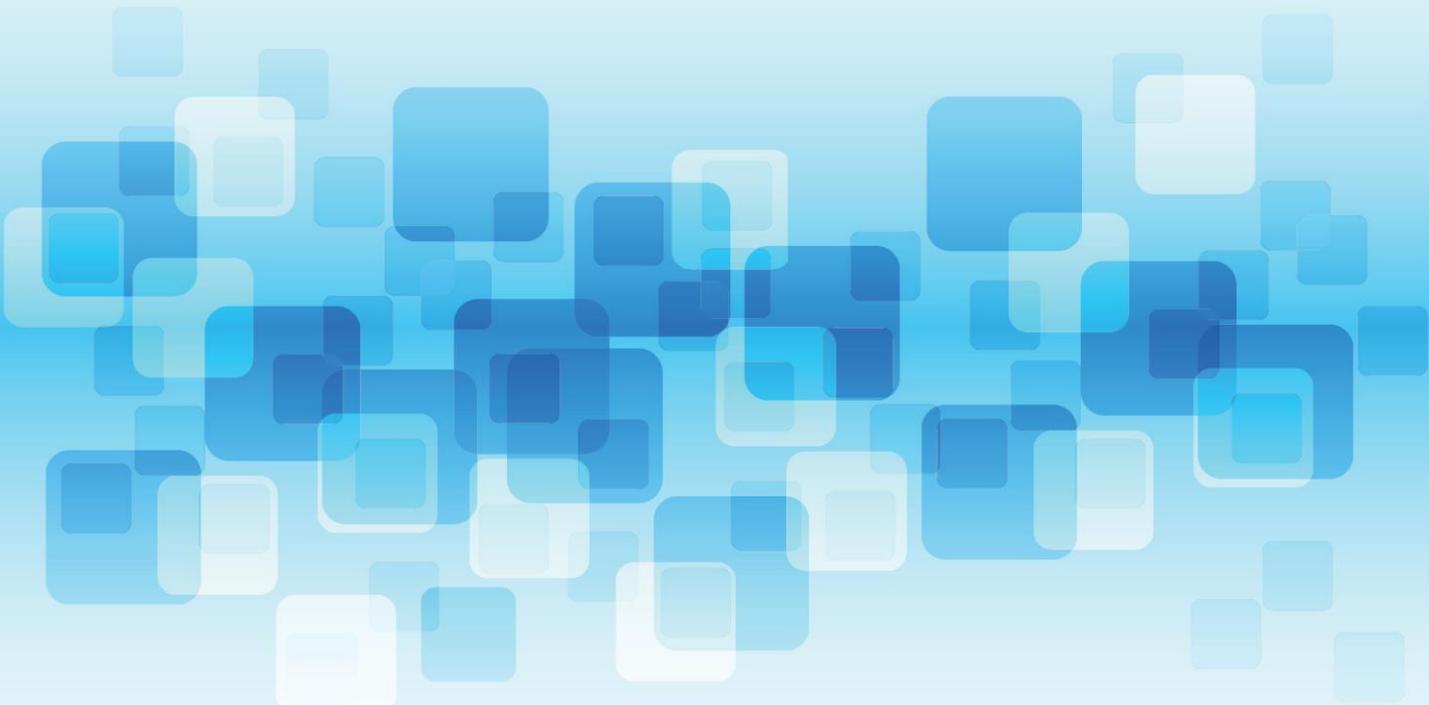




School Improvement Unit Report

The Caves State School





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1.3 School context

Location:	Barmoya Rd, The Caves
Education region:	Central Queensland Region
Year opened:	1904
Year levels:	Prep to Year 6
Enrolment:	87
Indigenous enrolment percentage:	3.48 per cent
Students with disability enrolment percentage:	1.74 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1006
Year principal appointed:	2007
Full-time equivalent staff:	4
Significant partner schools:	Milman State School, Parkhurst State School, Glenmore State School, Glenmore State High School, Marlborough State School
Significant community partnerships:	The Caves Progress Club, The Caves and District Rotary Club
Significant school programs:	Gardeners and Seeds Program



1.4 Supporting documentary evidence

Annual Implementation Plan 2016

Investing for Success 2016

School pedagogical framework

OneSchool

Professional learning plan 2016

Responsible Behaviour Plan

School newsletters and website

School Opinion Survey

2016 School Priorities

Strategic Plan 2013-2016

School Data Profile 2016

School budget overview

Curriculum, assessment and reporting plan

School differentiation plan or flowchart

Professional development plans



2. Executive summary

2.1 Key findings

The school has positioned itself over time as the hub of this small community.

The school is highly regarded by parents, students and members of the local community. This is demonstrated by the range of positive and encouraging comments regarding the school from parents and other community members. Links to local volunteer groups, genuine engagement with the Parents and Citizens' Association (P&C) and involvement in a range of community events enhance the sense of community engagement at the school.

The tone of the school is caring, supportive and responsive to students with a strong sense of community being apparent across the school.

Staff members and students express great pride in their school. Parents have a positive view of the school and report high levels of satisfaction regarding the quality of their child's education. Parents value the amount of individual attention provided to students and are encouraged by the level of interest shown by teachers in supporting every student's success.

High standards of student behaviour are apparent in all settings across the school.

The school rules of "*Be safe, Be responsible and Be respectful*" are apparent in the classroom and school environment. Classrooms are orderly and conducive to learning. Positive student behaviour and academic achievement are recognised weekly on assemblies.

There are strong levels of collaboration between all teachers and teacher aides.

High levels of professional and personal support are provided to all members of staff by their colleagues. A culture of mutual trust and respect is apparent within the school. Staff members report high levels of team work, respect and support. Formal and informal processes exist to assist curriculum planning, assessment, moderation and sharing of resources.

The school staff members are committed to improving the learning and social emotional development of all students.

Staff members are dedicated to providing a caring and nurturing educational environment. A strong commitment to the continued development of student wellbeing exists. The '*Gardeners and Seeds*' program reflects the ongoing priority given to student's social emotional development.



The principal indicates quality teaching and learning is considered to be the main improvement focus area for the school, specifically in the areas of literacy and numeracy.

An improvement agenda is developed which outlines a number of key priority areas. These include spelling with a focus on Speech Sounds Pics (SSP) for Prep to Year 2 students, reading, writing and a general numeracy focus. An opportunity exists for further work to be undertaken to ensure all staff members are embedding agreed strategies aligned to the priority areas in their daily teaching practice and explicit targets and timelines for student achievement levels are developed.

The school curriculum plan gives priority to constructing learning experiences that are engaging and challenging to all students.

The school's whole-school curriculum plan is drawn from the Australian Curriculum (AC), Queensland Curriculum, Assessment and Reporting (QCAR) essential learnings, Curriculum into the Classroom (C2C) planning documents within OneSchool and Queensland early years curriculum guidelines. The plan is supported by sequenced year level curriculum overviews that are developed by the school and are available in a central location. The principal reports that a review of the school curriculum plan is required.

The school makes clear that the ongoing collection of a range of data is important and is using it to develop a culture of self-evaluation and reflection across the school.

There is a documented curriculum, assessment and reporting plan which includes a schedule of literacy and numeracy data to be collected across the four terms of the school year. This plan details regular collection of data relating to sight words, PM Benchmarks, PROBE, PAT assessments, Go Maths assessment tasks, English unit assessments and moderated writing tasks. Regular analysis and discussion of student data in teams is a practice yet to be fully established at the school.

The principal and staff members recognise that highly effective teaching and learning practices are the key to improving student learning outcomes throughout the school.

The school has a documented pedagogical framework that cites the elements of Dimensions of Teaching and Learning (DoTL) including curriculum intent, assessment, sequencing teaching and learning, making judgements and feedback. The framework outlines a broad range of school-wide expectations for teaching. An opportunity exists to review this framework to clearly articulate agreed high-yield strategies for consistent implementation across the school.

The school has a team of enthusiastic and dedicated teachers and teacher aides who share responsibility for student learning and success.

There is a commitment to the continuous improvement of teaching practice through engagement with professional learning activities, ongoing collaboration and implementation of the Annual Performance Development Plan (APDP). A formal program of observation, feedback, modelling and coaching for all staff members to enhance teacher skill development and self-reflection is yet to be embedded.



2.2 Key improvement strategies

Collaboratively develop a sharp and narrow improvement agenda which identifies priorities with associated strategies, achievable and measurable targets.

Collaboratively review the whole-school curriculum, assessment and reporting plan including a process to track student learning across the multi-age cohorts.

Provide time for in-depth discussions with colleagues to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Review the school's pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

Establish formal observation, feedback, coaching and mentoring arrangements for all staff members in line with the school's improvement agenda and pedagogical model.