

Severnlea 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.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Severnlea State School** from **7 to 8 November 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

Lesley Vogan

Internal reviewer, SIU (review chair)

Judy Vidulich

Peer reviewer



1.2 School context

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|--|---|
| Location: | Turner Road, Severnlea |
| Education region: | Darling Downs South West Region |
| Year opened: | 1918 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 65 |
| Indigenous enrolment percentage: | 7.1 per cent |
| Students with disability enrolment percentage: | 7.1 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 989 |
| Year principal appointed: | 2015 |
| Day 8 staffing teacher full-time equivalent (FTE): | 3.99 |
| Significant partner schools: | Stanthorpe State High School, Glen Aplin State School |
| Significant community partnerships: | Granite Belt Support Services Inc., Stanthorpe Community Development Services |
| Significant school programs: | Severnlea Intervention Program, support services |

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, six teachers, four teacher aides, chaplain, Business Manager (BM), 10 parents, 16 students, guidance officer and Speech Language Pathologist (SLP).

Community and business groups:

- Parents and Citizens' Association (P&C) president, secretary and treasurer.

Partner schools and other educational providers:

- Deputy principal of Stanthorpe High School, principal of Glen Aplin State School and Early Years Literacy Coach.

Government and departmental representatives:

- Councillor for Southern Downs Regional Council, State Member for Southern Downs and ARD.

1.4 Supporting documentary evidence

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|---|--|
| Annual Implementation Plan 2019 | Explicit Improvement Agenda 2019 |
| Investing for Success 2019 | Strategic Plan 2016-2019 |
| Headline Indicators (April 2019 release) | School pedagogical framework |
| OneSchool | School budget overview |
| Professional learning plan 2019 | Curriculum planning documents |
| School improvement targets | School Data Walls |
| School data plan | School newsletters and website |
| School Opinion Survey | Responsible Behaviour Plan for Students |
| School based curriculum, assessment and reporting framework | Report Card and NAPLAN update Semester 1, 2019 |
| School Data Profile (Semester 1, 2019) | |



2. Executive summary

2.1 Key findings

The school projects a positive culture with a caring learning environment for successful learning.

The principal is driving the school's expectation that every student is able to learn and achieve. Staff members articulate high expectations regarding student attendance, behaviour and learning. Parents speak positively of the caring environment staff members provide for their child and the quality of teaching across the school. Students express high levels of satisfaction with the support provided by staff members.

School data analysis considers overall school performance, year level performance, priority groups of students, and individual student progress.

There is a particular emphasis on the collection, analysis and monitoring of student reading data. Comprehensive reading data walls have been developed by the principal. The first wall displays student achievement against regional benchmarks and clusters of the literacy continuum. The second wall displays student reading growth in quadrants of high or low achievement and high or low growth in addition to student Level of Achievement (LOA) in English.

Staff members place a high priority on meeting the learning and wellbeing needs for all students.

There is a firm belief that all students are capable of learning and it is the collective responsibility of staff members to provide opportunities for learning with the appropriate adjustments and supports to meet individual student needs. Across the multi-age classrooms of the school, teachers plan and implement a curriculum that meets the expected standard of the Australian Curriculum (AC) for students. Targeted support in reading is provided to students identified through school data analysis and the school data wall.

The principal is focused on continual school improvement and is utilising an inquiry cycle approach to determine the school's Explicit Improvement Agenda (EIA).

The principal acknowledges the EIA as large and that there was not sufficient time for staff members to collaboratively explore all priority agendas and build a deep understanding of expected changes. The EIA has broad timelines for actions and targets for success. Measuring of student progress towards set targets to determine the success of school initiatives is to be undertaken later in the term as part of the Quadrennial School Review (QSR) process.

The school has developed a whole-school curriculum assessment and reporting framework.

The principal has commenced working with teachers to build a deep understanding of the AC and the school framework. Collaborative curriculum planning has begun with teachers released to work with the principal and regional Early Years coach. Teachers indicate that they would like further opportunities for collaborative planning days within the school and across cluster schools.

The school's pedagogical framework is based on the Dimensions of Teaching and Learning (DoTL).

The framework describes Archer and Hughes'¹ Explicit Instruction (EI) as the signature pedagogy. The principal identifies the need to collaboratively review the school pedagogical framework and provide all staff members with Professional Development (PD) opportunities to build a deeper understanding of school pedagogical expectations with an emphasis on the EI methodology.

Classroom walkthroughs and informal observation and feedback processes are emerging across the school.

The Early Years coach works within classrooms with teachers modelling strategies and providing feedback on teacher implementation of new practices. A formal school coaching and mentoring program to support staff members in their ongoing professional growth and development is yet to be implemented.

Collaborative data conversations have commenced at the school.

The principal utilises the school data walls to generate discussion regarding student achievement or underachievement and what strategies teachers could implement to support further learning progress. This process is beginning to develop a case management approach for supporting student learning, social, emotional and wellbeing needs. Teacher ability to differentiate for the full range of students in their classrooms including high achieving students is variable.

The principal actively seeks ways to enhance student learning and wellbeing through partnering with parents, families and the wider community.

Families are recognised as integral to the school and welcomed into the day-to-day routines. Students and parents value the small family atmosphere of the school and the positive friendships and relationships developed between students and staff. The school has a long standing positive relationship with local families and in some instances is welcoming the fourth generation of families into the school. The recent school centenary celebrations welcomed more than 800 past and present students and parents into the school.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.



2.2 Key improvement strategies

Identify precise strategies and actions that will support all staff members to develop a clear and deep understanding of school expectations in priority agendas.

Further develop school practices to support teachers to collaboratively plan and moderate curriculum units to build a deep understanding of the standards required within the AC.

Collaboratively review and embed the agreed and precise practices outlined in the school pedagogical framework within classrooms.

Collaboratively develop a strategic and systematic whole-school approach to the provision of coaching, mentoring and feedback for all teaching staff members.

Enhance the capability of teachers to utilise data and a case management approach to determine differentiation of teaching and learning for the full range of students across the school, including a focus on high achieving students.