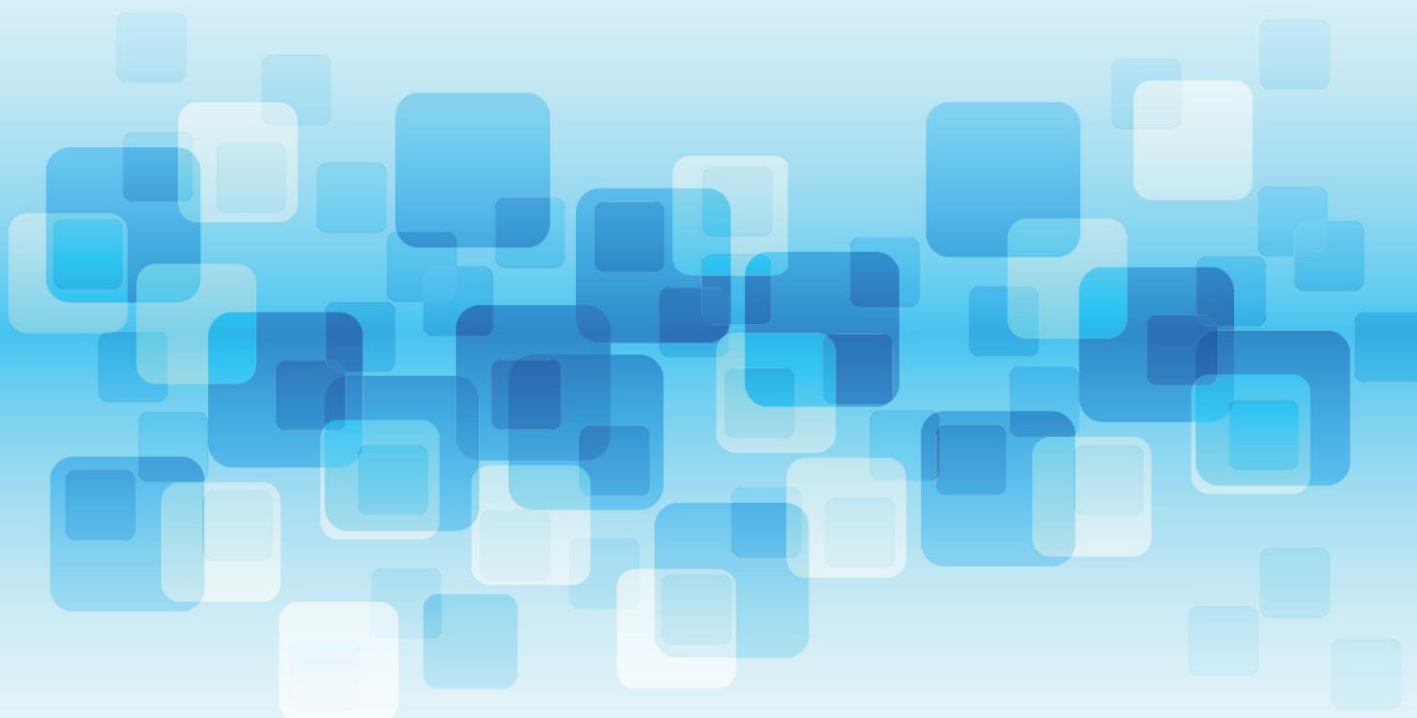




School Improvement Unit Report

Severnlea State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Severnlea State School from 21 to 22 May 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:	14 Turner Road, Severnlea
Education region:	Darling Downs South West
The school opened in:	1918
Year levels:	Prep to Year 6
Current school enrolment:	32
Indigenous enrolments:	9 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	962
Year principal appointed:	2015
Number of teachers:	2
Nearby schools:	Stanthorpe State School, Stanthorpe State High School
Significant community partnerships:	Granite Belt Support Services, Bus company, Local school cluster
Unique school programs:	Reading Intervention Program, Interschool Sport, Boys/Girls Club, Reading Club, Art Club, Minecraft Club, Student Council



1.3 Review methodology

The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Class teacher
 - Music teacher, Support Teacher Literacy and Numeracy (STLaN)
 - Regional pedagogical coach
 - Parents and Citizens' (P&C) association president, secretary and ten parents
 - 15 students from Prep to Year 6
 - Three teacher aides
 - Administration assistant
 - Bus company owner

1.4 Review team

Hugh Goodfellow

Internal reviewer, SIU (review chair)

Bradley Clark

Peer reviewer



2. Executive summary

2.1 Key findings

- There is an improvement agenda driven by the principal and supported across the staff, although this is not clearly evident in strategic documentation.

All staff members are committed to the school's improvement agenda. A more explicit documented plan will increase the shared understanding of specific strategies to be followed particularly in regards to reading. The community is aware of this agenda and display confidence in the school's ability to achieve outcomes. There is evidence that student achievement levels in reading are improving.

- There is a strong culture of trust, support and pride within the school community.

The school community is optimistic that all students can learn. Parents have a great deal of confidence in the school and believe that their child's learning needs are being met. There are positive relationships within the whole school community and student behaviour is proactively managed.

- The school uses data effectively to guide decisions in regards to student learning and progress.

Student achievement data is shared with support staff, parents and teachers. The school has aligned targets with regional expectations and students are tracked against these benchmarks. Intervention decisions are guided by this data.

- The school has documented plans for curriculum units, however, as yet there is no school-wide curriculum framework that outlines continuity of learning.

The school is using the Australian Curriculum as a reference tool and plan using Curriculum into the Classroom unit and lesson plans. The school has mapped student achievement against the Australian Curriculum year level achievement standards. The school does not have a comprehensive whole school plan that provides an overview of curriculum pathways for the multi-age classes.

- The school has a published pedagogical framework document. There is insufficient detail to be used effectively to guide lesson observation conversations.

The school has a pedagogical framework that is aligned to regional expectations but is limited in its description of agreed teaching strategies.

- Lesson objectives and success criteria are being shared with students but are not transforming into individualised learning goals.

There is some use of assessment criteria (guides to making judgements) and the development of student learning goals. Staff focus on tracking student achievement and setting class targets.



2.2 Key improvement strategies

- Develop a sharp, narrow explicit improvement agenda which provides clear expectations and targets. Communicate the explicit improvement agenda to staff and the school community.
- Formalise a reading program, incorporating explicit teaching practices, to provide clear guidance and consistency of practice for teachers, teacher aides and the school community.
- Establish a whole school curriculum planning framework that informs the school community of the continuity of learning that occurs in the school in relation to the Australian Curriculum.
- Redevelop the school's pedagogical framework to ensure consistent teaching strategies are agreed to by staff. Monitor the effectiveness of teaching through short-term data cycles, classrooms visits, formal observations and coaching sessions for all staff members.
- Maintain high expectations for all students and engage them as active learners through short-term cycles of individual goal setting, monitoring and explicit feedback.