

Vale View State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Vale View State School** from **14 to 15 March, 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

Anthony Ryan

Internal reviewer SIU (review chair)

Janene Harrison

Peer reviewer



1.2 School context

Location:	Drayton Connection Road, Vale View
Education region:	Darling Downs South West Region
Year opened:	1931
Year levels:	Prep to Year 6
Enrolment:	86
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1025
Year principal appointed:	2011
Day 8 Staffing teacher full-time equivalent numbers:	5.21
Significant partner schools:	Wellcamp State School, Cambooya State School
Significant community partnerships:	Toowoomba Tennis Association Inc., Stars and Idols, Toowoomba Chess Association, Universal Drones, RoboCup
Significant school programs:	Code Red – after-school digital technologies extension program, Drone Club – lunchtime, 100km Club – before school fitness



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), guidance officer, administration officer, four teachers, five teacher aides, 35 students and 12 parents.

Community and business groups:

- Harlaxton Returned and Services League of Australia (RSL).

Partner schools and other educational providers:

- Cambooya State School, Wellcamp State School, Harristown State High School and A Country Garden Early Childhood Centre.

Government and departmental representatives:

- Deputy Mayor of Toowoomba Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Parent and Community Engagement Framework
Wellbeing framework	

2. Executive summary

2.1 Key findings

The principal and staff members demonstrate a commitment to school improvement and the success of every student.

The school motto '*Strive to Grow*' is embodied by the staff and students who have a united focus on developing student and teacher performance. The school community is united in supporting school staff to provide quality learning outcomes for all students. Expectations that promote a strong culture for learning are established and clearly articulated for students to engage in their schooling.

Parents speak highly of the school and articulate that they are welcomed into the life of the school.

Parents and families are recognised across the school as integral members of the school community and partners in their child's education. Parents express they feel comfortable in approaching staff members and the principal on matters relating to their child's learning and development. Parents articulate an appreciation of the efforts of the principal to enhance the school's position in the broader community. Staff indicate they appreciate the support that parents provide them during planned school events.

Parents express satisfaction with how the school is supporting the learning of their child.

Many parents indicate their child regularly tells them about what they are learning in their classrooms and that they are eager to come to school. A consistent process is emerging to assist students to identify their learning goals. Students are proud of the work they have undertaken through goal setting to shape their learning. Some students are able to articulate the success criteria and learning intentions for their learning.

Teachers recognise levels of peer expertise across a range of learning areas and pedagogies.

Staff acknowledge the importance of observation, coaching, mentoring and feedback as strategies for improvement in teaching. The principal recognises the value of shared leadership to provide opportunities for members of the school team to develop their capacity and abilities as instructional leaders. Staff identify that focused feedback aligned to the school's teaching expectations supports them in developing their skills.

Staff articulate that measuring student learning improvement through the use of reliable student data is essential to improving student performance.

Staff use diagnostic and formative assessment to identify starting points for improvement in student learning and to monitor progress over time at an individual student level. The use of data collected to inform differentiated strategies to cater for all students is a developing practice.



The Australian Curriculum (AC) is used as a basis for ongoing staff professional learning discussions.

Regular formal meetings amongst teaching staff members are used as a means for identifying the required adjustments and support that can be made to ensure student learning is maximised. Students express that they enjoy learning about their local area. Processes to make curriculum locally relevant and accessible to all students, building on their existing knowledge and varying backgrounds, are still developing.

The principal views developing an expert team as central to improving outcomes for all students.

Priority is placed on the retention and the development of the best possible teachers. The teaching team articulates that they feel valued and supported. A broad range of staff experience is enjoyed by the school. Staff members are committed to the school and work together in an environment in which strong collegial trust and respect are apparent. All staff members speak highly of the professional work ethic and commitment of their colleagues. The broader school community values the commitment and support all staff demonstrate for all students.

The teaching principal holds a strong belief in leading by example.

The principal takes a strong leadership role, encouraging the use of appropriate pedagogical practices in classrooms to ensure that every student is engaged, challenged and learning effectively. The staff values continual self-reflection and refinement of teaching to ensure the best outcomes for students. Staff comment that the widely documented processes and the alignment of the feedback to these processes provide clarity regarding their role in the school.



2.2 Key improvement strategies

Refine goal setting practices to support students in developing and monitoring their own learning goals.

Provide further opportunities for staff leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching.

Refine current practices to focus on the essential data informing teacher planning to streamline the identification and support strategies for differentiating curriculum for all students.

Refine school processes to formalise ongoing collaborative curriculum discussion to further develop teacher understanding of the AC and school-expected practices to include locally relevant context.