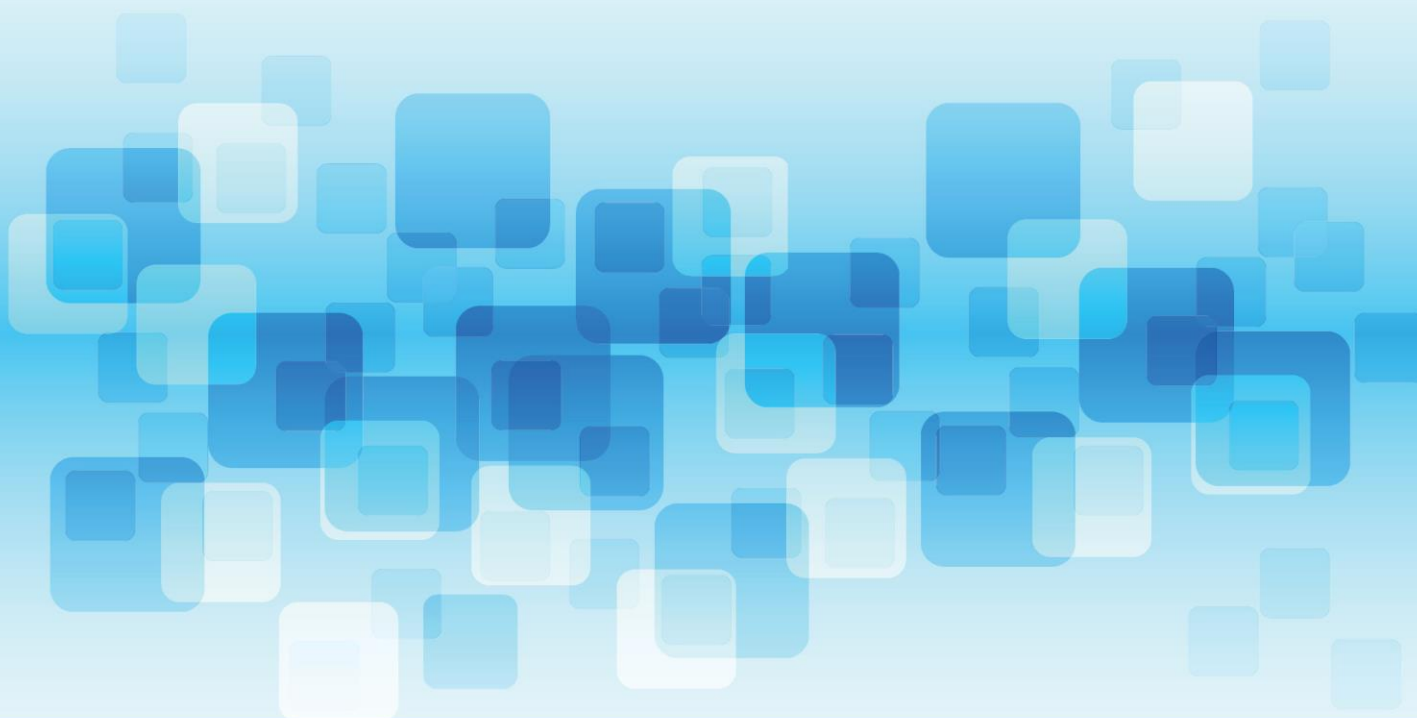




School Improvement Unit Report

Serviceton South State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Serviceton South State School from 20 to 24 August 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:	59 Lorikeet Street, Inala
Education region:	Metropolitan
The school opened in:	1963
Year levels:	Prep to Year Six
Current school enrolment:	320
Indigenous enrolments:	8.4 per cent
Students with disability enrolments:	2.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	941
Year principal appointed:	2015
Number of teachers:	14 classroom teachers
Nearby schools:	Inala State School, Durack State School, Richlands East State School, Forest Lake State School, Glenala State High School, Forest Lake State High School, Corinda State High School
Significant community partnerships:	Kummara Association, Glenala State High School, Police-Citizens' Youth Club
Unique school programs:	Hip Hop, Chess, Gardening Club



1.3 Review methodology

The review was conducted by a team of three 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 four days
- interviews with staff, students, parents and community representatives, including:
 - Principal, Deputy Principal and Head of Curriculum (HOC)
 - Guidance officer, Support Teacher Literacy and Numeracy (STLaN), English as an Additional Language/Dialect (EAL/D) teacher, teacher librarian, three specialist teachers and special education teacher
 - 18 classroom teachers
 - Four teacher aides
 - Business Services Manager (BSM), administration officer, four cleaners, one crossing supervisor and tuckshop convenor
 - Chaplain
 - Parents and Citizens Association (P&C) president and nine parents
 - Five student leaders and 10 students
 - Representatives of the Police Citizens Youth Club (PCYC), Kummara, a local Creche and Kindergarten and a feeder high school
 - Principal coach

1.4 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Christine Tom	External reviewer
Hugh Goodfellow	Internal reviewer, SIU

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



2. Executive summary

2.1 Key findings

- The school has developed a respectful and inclusive environment.

All students know the school rules and behavioural expectations. Classrooms are calm and orderly and display consistent behaviour procedures. Respectful relationships have been developed between parents, students and staff.

- An explicit improvement agenda exists in reading, writing and numeracy.

This agenda is known by staff however lacks some clarity in regards to the highest identified priority of reading. The school has been accepted into the regional *Curiosity and Powerful Learning Project* which will guide future school improvement priorities.

- A range of data is used to inform planning, teaching and monitor student learning and well-being.

The school collects and analyses a wide range of test data. Regular data conversations occur with class teachers and specialist teachers. Class performance trackers have been introduced to assist curriculum planning linked to data. The school has developed achievement targets for reading and numeracy and progress is monitored. Few opportunities appear to be provided for teachers to collaboratively review the data collected to ensure it informs teaching.

- Some students identify that they would enjoy more challenging work.

Students report that they would like to be presented with more challenging learning tasks and receive constructive feedback to improve. Teacher feedback to students is evident in some classrooms but is ad hoc. There is little opportunity for students to self-reflect on their learning due to the limited use of individual student learning goals.

- The school has developed a clear, well-sequenced whole-school curriculum plan.

The curriculum team has developed a clear and sequenced whole-school curriculum plan to identify what and when teachers should teach and students should learn. This plan is based on the Curriculum into the Classroom (C2C) resource and there is a unit planning guide that teachers are using to plan for teaching.



- Referral, verification and support processes for identified students are currently unclear.

Key school staff members have reviewed and documented the student support team processes to streamline individual student referral processes, verification for students with disability and additional support for students with significant additional learning needs.

- School leaders and teaching staff are involved in observation and feedback in regards to teaching performance.

School leaders and teaching colleagues are undertaking instructional rounds visits to classrooms and provide the class teacher with constructive feedback to improve their teaching. Teachers report that although this process is new to the school, they are enjoying feedback to assist them with their teaching.



2.2 Key improvement strategies

- Utilise the *Curiosity and Powerful Learning* approach as the key driver for strategic planning and pedagogical change in the school.
- Narrow the focus of the school academic improvement agenda to improve learning outcomes and teaching practices in reading.
- Review and refine the selection of assessment tools to ensure that data collected accurately informs student learning outcomes in relation to the Australian Curriculum. Provide opportunities for teachers to collaboratively review the data collected to ensure it informs teaching.
- Build a culture of high expectations that all students can learn successfully.
- Implement the revised student support flowchart and minutes protocols to track student referrals and establish timely verifications and support programs.
- Utilise the curriculum team to incorporate the Australian Curriculum as the key driver for whole-school curriculum design and develop opportunities for year level teams to engage with and implement the Australian Curriculum.