School Improvement Unit
Report

Condamine State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Condamine State School from 9 to 10 August 2016. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Kennedy St, Condamine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs South West Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1863</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>32</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>0 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>0 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1000</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2014</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>2.57 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Miles State School, Drillham State School, Dulacca State School</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Condamine Parents &amp; Citizens’ Association(P&amp;C), Condamine Queensland Country Women’s Association (QCWA)</td>
</tr>
<tr>
<td>Significant school programs:</td>
<td>nil</td>
</tr>
</tbody>
</table>
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
  - Two teachers
  - Two teacher aides
  - Administration officer
  - 20 students
  - Nine parents
  - Three P&C Representatives
  - Community member

1.4 Review team

Alison Welch  Internal reviewer, SIU (review chair)
Ian Rathmell  Internal reviewer, SIU
2. Executive summary

2.1 Key findings

- The school is driven by a deep belief that all students are capable of being successful learners.
  
  A high priority is given to developing positive, caring and supportive relationships with all members of the school community. Staff members are focused on finding ways to effectively cater for all students to improve outcomes to ensure that every student is capable of achieving success.

- The school has a team of enthusiastic and committed teachers and teacher aides who share responsibility for student learning and success.
  
  All staff members contribute to the development of a culture of professional improvement focusing on student growth. Teachers in the school speak highly of each other and a strong collegial culture is apparent in the school.

- Staff members are committed to the development of effective teaching and learning practices across the school.
  
  Consistent school-wide approaches and understanding of appropriate pedagogical content knowledge is developing. An informal observation and feedback process to monitor the implementation of the key improvement agenda is utilised. A formal process for observation, feedback and coaching for all staff is recognised as the next stage in building staff capacity.

- The school demonstrates a strong understanding of curriculum and the relationship between the school's curriculum map and classroom implementation.
  
  The map for curriculum delivery provides an overview of the Curriculum into the Classroom (C2C) resource units with a direction and sequence for planned learning in English, mathematics, science, history and geography. A whole-school quality assurance process to ensure vertical alignment of curriculum planning and the tracking of content descriptions in the Australian Curriculum (AC) within classrooms is yet to be fully established within all learning areas.

- School staff recognise the importance of working in partnership with parents and the wider community to maximise the learning outcomes for students.
  
  Parents value opportunities to be involved in the school. Parent satisfaction with how the school communicates with them is developing. Parent engagement is viewed as an area for development by the principal and staff members.
• Assessment processes are aligned to curriculum intent through the use of C2C resource units of work, associated assessment tasks, Guides to Making Judgements (GTMJ) and school-designed, assessment activities.

School moderation and external cluster moderation assists teaching staff to validate and develop consistency of judgements when assigning levels of achievement for writing. The school is yet to develop cluster moderation processes for other learning areas.

• The school has developed and enacted an extensive assessment and data collection on student outcomes.

The principal and school staff identify that the systematic collection and monitoring of data is an essential component to improving student learning outcomes and overall school performance. Staff members state that they value the opportunity to regularly discuss student data. The ability of teaching staff to understand class data, and respond to the implications for differentiation, is developing across the school.

• The principal and school staff are committed to improved learning outcomes for all students in the school.

The principal and school staff have established and are driving a clear and focused Explicit Improvement agenda (EIA) which is aligned with national and system priorities. The school’s improvement agenda is narrow and sharp and focuses the whole-school’s attention on the core priority of writing. The school-wide priority and associated acknowledgment of writing success is visible around the school.

• The staff believe that all students can learn effectively even though they may be at different stages in their learning and progressing at different rates.

Differentiation is a key practice at the school and takes into account the needs of the multi-age setting. Staff members work to ensure all students are appropriately engaged, challenged and extended by designing classroom activities to meet students’ learning needs, levels of readiness and interests.
2.2 Key improvement strategies

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

- Develop a quality assurance process to ensure vertical alignment of curriculum planning and the tracking of content descriptions in the AC within all learning areas.

- Collaboratively develop a parent and community engagement framework with all stakeholders.

- Explore the use of moderation processes beyond the school to build consistency and confidence in teacher judgement in other learning areas.

- Engage all staff in ongoing Professional Development (PD) to ensure their data literacy skills enable a deeper understanding of data to better inform teaching practice.