



# School Improvement Unit Report

## Swayneville State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at **Swayneville State School** from **24 to 25 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

<b>Location:</b>	Sarina Marlborough Road, Sarina
<b>Education region:</b>	Central Queensland Region
<b>The school opened in:</b>	1935
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	93
<b>Indigenous enrolments:</b>	18 per cent
<b>Students with disability enrolments:</b>	3.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	957
<b>Year principal appointed:</b>	2012
<b>Number of teachers:</b>	5 (full-time equivalent)
<b>Nearby schools:</b>	Sarina State School, Sarina State High School, Koumala State School, Carmila State School, St Lawrence State School
<b>Significant community partnerships:</b>	Landcare, Reef Guardian, Chaplaincy, Funky Beat Music (& Music for Life), Pioneer Tennis, Sarina Community Liaison Officer, Have A Dig Nursery
<b>Significant school programs:</b>	Swayneville Special Education Program, Reading Support Program, Teaching Teams, UNIFY – extension lessons with Brisbane School of Distance Education, Numeracy Program, Writing Action Research Project, Opti-MINDS, Rock Pop



### 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 (ARD)
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Six classroom teachers and five teacher aides
  - Chaplain, administrative officer and cleaner
  - Outside School Hours Care (OSHC) co-ordinator
  - Two Parents and Citizens' Association (P&C) representatives
  - 12 parents
  - Five student leaders
  - 20 students
  - Four cluster schools
  - Four community representatives

### 1.4 Review team

Judy Dale	Internal reviewer SIU (review chair)
Bert Barbe	Internal reviewer
Sharon Ritchie	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- There is a school-wide commitment to every student's success.

The school expects all students to learn successfully and has high expectations for student attendance, engagement and wellbeing. Students, parents and community members speak positively of staff member commitment to student wellbeing and improving student learning.

- An ongoing focus on school improvement is apparent throughout the school and staff members are united in their commitment to improvement.

Staff members, parents and students identify a broad range of school improvement priorities including reading, number, improving additional outcomes for students with special needs and Explicit Instruction (EI).

- Significant efforts have been made to understand students' current achievement levels and to identify areas for individual student and school improvement through the collection and analysis of a range of data.

Teachers and teacher aides collect student data routinely to understand where students are at in their learning, monitor progress and identify starting points for teaching. Teachers have varying levels of data literacy. This has an impact on the depth of analysis and interpretation of student achievement data.

- The positive tone of the school reflects a school-wide commitment to purposeful, successful learning.

All staff members and students display an obvious sense of belonging and pride in their school. School facilities are attractively presented and classrooms are orderly and purposeful. Clear behaviour expectations are apparent throughout the school. A strong culture of teamwork exists amongst staff members. All members of the teaching teams are dedicated and enthusiastic learners and are committed to providing the best possible learning environment and experiences.

- The school is working towards the development of a curriculum plan that addresses the needs of a multi-age school setting and ensures that all students are exposed to the requirements of the Australian Curriculum (AC).

The school is developing a sequenced year level curriculum overview and term by term allocated class overviews that are linked to the AC. Teachers are working to align the curriculum through the use of alignment planners and the modification of Curriculum into the Classroom (C2C) units.



- The school has a pedagogical framework based on the Dimensions of Teaching and Learning (DoTL) with EI identified as a key teaching practice.

Teaching staff members are committed to improving student outcomes through effective EI. The use of the Gradual Release of Responsibility (GRR) model is apparent in all classrooms. Teaching staff members are open to expanding their knowledge and improving teaching practices. Teachers work together informally to learn from each other's practices. Some staff members express a desire for further opportunities to learn through modelling and observing the work of others.

- The school has established positive partnerships with local businesses and community organisations to improve opportunities and outcomes for students.

The school has established partnerships with a range of community groups. The school commits time and physical resources to ensure the success of these partnerships. Students and their parents speak positively of opportunities provided by the school to engage in a range of enrichment activities. These partnerships have proven to be sustainable and are an accepted part of the culture of the school.

## 2.2 Key improvement strategies

- Develop and implement a sharp and narrow whole-school improvement agenda accompanied by targets, strategies, timelines and resourcing.
- Complete the development and implementation of a locally relevant curriculum plan to address the needs of multi-age classes ensuring that the plan explicitly states what and when teachers should teach and students should learn.
- Strengthen teacher data literacy skills to enable deeper understanding of student data to enrich differentiated teaching practices.
- Build staff member capability to ensure that differentiated teaching and classroom practices address the needs of the full range of students.
- Refine and document the school processes of modelling, observation and feedback on effective teaching strategies