

School Improvement Review Report

**School: St Augustine's Parish Primary School,
Currumbin Waters**

Date of review: 19 – 21 April 2022

Contents

Introduction.....	2
Review team.....	2
School context.....	2
Contributing stakeholders	3
Supporting documentation.....	3
Key findings.....	4
Key recommendations	7
Performance summary	8

Introduction

This report is a product of a review carried out by a review team from Brisbane Catholic Education at St Augustine's Parish Primary School, Currumbin Waters from 19 to 21 April 2022.

The report presents an evaluation of the school's performance against the nine domains of the National School Improvement Tool (NSIT). It outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

The school's Principal will meet with their Senior Leader School Progress and Performance to discuss the review findings and improvement strategies.

Review team

Panel Chair	Kerry Rowlands
External Panel Member	John Faragher
Peer Principal	Adam Bennie

School context

Principal (year appointment)	Diane Anderson (A) Semester 2 2022
Location	Gelleon Way, Currumbin Waters QLD 4223
Cluster	6
Year opened	1987
Year levels	Prep – Year 6
Enrolment	556
First Nations enrolment percentage	2.0%
EAL/D percentage	2.5%
SWD enrolment percentage	4.7%
ICSEA value/DMI	1091.0
Day 8 Staff FTE & Headcount	FTE 47.77 / Headcount 63

Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal
- Assistant Principal Religious Education (APRE)
- Assistant Principal
- Primary Learning Leader (PLL)
- Guidance Counsellor (GC)
- 2 Support Teacher: Inclusive Education (ST:IE)
- 1 Targeted Support Teacher
- 2 (part-time) Teacher Librarian
- 1(part-time) Teaching and Learning Coach
- 1 Targeted Support Teacher
- Speech Language Pathologist (SLP)
- 22 teachers
- 2 office staff members
- 10 school officers
- 10 students
- 2 Parent and Friends' Association members
- 6 parents
- 2 auxiliary staff.

Community and business groups:

- OSHC Coordinator
- Uncle Alan Lena (local Yugambah Elder)
- Gwen Bonney (Galleon Gardens)
- Julie Pead (St Vincent de Paul).

Supporting documentation

The following supporting evidence was used during the review.

School operational and performance data including:

- HealthCheck reports
- BCE Listens Survey reports – parents, students and staff
- BI learning, teaching and wellbeing data
- financial report/budget overview.

School strategy and planning documents:

- St Augustine's Vision and Mission statements
- St Augustine's 2022 Annual Plan
- St Augustine's Future Directions Plan
- St Augustine's Strategic Plan 2020- 2024
- St Augustine's Safety Plan (deidentified).

Operational resources:

- St Augustine's 2022 EIA
- St Augustine's 2022 EIA (expanded version)
- St Augustine's 2022 Data Plan
- St Augustine's 2022 Specialist Timetable
- St Augustine's Accreditation Report
- St Augustine's Curriculum Delivery Plan 2022
- St Augustine's Individual Curriculum Plan 2022
- St Augustine's Professional Learning Plan 2022
- St Augustine's Safety Plan (deidentified)
- St Augustine's Newsletters Term 4 Week 9 2021; Term 1 Week 5 2022
- St Augustine's Newsletters Term 4 Week 9 2021; Term 1 Week 5 2022.

Key findings

The School has a comprehensive plan for 2022, named as Explicit Improvement Agenda (EIA).

The 2022 EIA is focused around developing a shared belief in collective efficacy and was developed by the Leadership Team (LT). The EIA has three goals around Expert Teachers, Engaged Learners, and Positive Culture with several strategies under each goal and success measures that are general in nature. A more extensive, multi-page document supports the one-page EIA. Some teachers are aware of the EIA, others could not name the area of focus. While there is a shared commitment to improvement, some teachers are unaware of the student outcomes and school-wide improvement targets listed on the expanded document. There is an opportunity to review and streamline the EIA to be narrow and sharp, ensuring that student outcomes and targets are clearly defined in the document.

The School engages with some data sets to inform learning and teaching.

The School has a documented data plan completed by the Primary Learning Leader (PLL). School leaders and some teachers are committed to using evidence-based sources to track student progress to inform teaching practice. The School's Data Wall is tracking A – E achievement data in Mathematics. The PLL ensures that data discussions are part of the planning cycle, allocates time for weekly data conversations and has developed a document that assists teachers in starting conversations around data by looking at what's noteworthy and surprising and developing strategies to support identified students. There is no sense of urgency to complete the School Data Wall, with Mathematics data from two year levels displayed at this stage of the year. While all teachers have access to the Business Intelligence (BI) tool, there is limited evidence of the use and understanding of the triangulated data sets report to inform the learning, teaching and reporting cycle. Analysis of relevant data sets, the use of key BI reports and further teacher-initiated professional conversations around the data, including beginning of year handover and review procedures, would build the capacity of teachers to use data that leads to improved student outcomes.

Staff goals are yet to be developed.

The LT is currently developing their personal and professional goals for 2022. While some teachers could name and speak about the School's goals, teachers could not discuss their personal goals, and the School is yet to engage teaching staff in the annual performance and development process. While recognising the challenges experienced in Term 1, 2022, the LT intends to engage with staff members and focus on professional development through coaching and mentoring. Developing staff skills that will assist in achieving elements of the School's EIA, as outlined in the School's Professional Development Plan, is also a priority. The Panel endorses the LT's decision to work with staff members to develop a Performance Development Plan that includes learning goals and development strategies, and an annual review for staff members.

Further engagement of staff and parents around the benefits of collaborative classrooms would enhance understanding.

The open-plan learning spaces in Years 2 to 6 promote a culture of shared responsibility for the learning of all students within each year level group. Most year-level teaching teams have implemented highly effective processes to maximise student engagement and positive behaviour, consistently delivering whole-part-whole learning. Students generally speak highly of the collaborative spaces. Whilst many Years 2 to 6 teachers have embraced this new initiative, a few teachers express concerns about the haste with which the new classroom arrangements have been implemented and the need for greater consultation and further professional learning. Parents indicate some misgivings about the collaborative spaces and that there has not been enough information shared with them about how the classrooms operate and the benefits of the collaborative learning spaces. The school community would benefit from regular information updates that highlight both the benefits to students and teachers and the daily workings of the collaborative learning spaces.

Full implementation of PB4L will give greater clarity and consistency in behaviour support processes.

The learning culture is supported by strong pastoral relationships and genuine care between parents, staff and students. The School has been working towards the full implementation of the Positive Learning for Behaviour (PB4L) programme. Initial professional learning around the PB4L philosophy has been completed. Consultation has also occurred around the behaviours for inclusion in the St Augustine's Teaching Matrix and the document has been created with staff input. There is a bank of PB4L lessons that staff members have created for use in all year levels. Currently, Year 2 is working

on a trial implementation, including introducing the school matrix, PB4L Rule of the Week lesson and behaviour expectations and reward systems. As the School continues to move towards a full rollout of a comprehensive PB4L program, the current student management practices being developed through collaborative learning need to be captured and incorporated into the final release of the School's PB4L program. Given that Year 2 has been working in collaborative classrooms this year, there is an opportunity for the Year 2 teachers to mentor other staff members on the implementation of PB4L in their respective year levels and specialist classes.

The Curriculum Delivery Plan is comprehensive, providing a clear expectation of planning, teaching, learning, assessment and reporting requirements.

The St Augustine's Whole School Curriculum Plan provides a platform to embed the systematic delivery of curriculum ensuring horizontal alignment across the School. It provides an explicit plan as to what is taught in each year level throughout the year. Teachers consistently reference the Queensland Curriculum and Assessment Authority's Making Judgements document and have been developing a process among staff to construct Making Judgements sheets for assessment tasks. The curriculum delivery plan is a living document that evolves over time. It is co-constructed between leadership and teaching staff, reviewed, and updated after every planning session. Teachers from each year level are planning and working as a professional learning community and developing a sense of joint responsibility and accountability for student outcomes. At this stage, the document has not been shared with parents. There is further opportunity to share and explain the plan with parents to build transparency of the teaching and learning cycles amongst the whole school community.

The School has developed strong links with a cross-section of community groups.

The challenges of recent times present St Augustine's with the need to reconnect with community groups for the purposes of enhancing student outcomes. With recent physical and pedagogical changes to the School, reconnecting with parents and families is an essential step in recognising them as integral members of the school community. Discussion with the Parish Priest and LT indicates the Parish and School relationships are strong, with teachers involved in sacramental programs as well as a consistent presence of the Parish Priest for whole school and class masses and liturgies. The connection with a local elder is significant and ongoing. He is currently working with the LT to name the buildings in the local Yugambah language. Currently, the School engages with one of the local Early Learning Centres that visit the School, predominantly to identify incoming students that will require additional support. There is an opportunity to develop closer relationships with all families and develop a transition to school programme for all pre-prep students, which develops and enhances the relationship with the School, ensuring the transition to Prep is as smooth as possible and identifies any students who may need additional support.

The School provides a comprehensive allocation of in-classroom and specialised teacher support staffing.

Classroom teachers are allocated significant additional weekly release time from class teaching duties to engage in collegial planning, professional learning, and time to complete necessary organisational tasks. It is well-received by all staff, particularly with the recent establishment of collaborative learning spaces in Years 2 to 6. To deliver this additional support, timetabling for both specialist and support teachers to be deployed to classes is tight and non-negotiable. As the School grows, staff allocations, management and support are becoming increasingly complex and enhance the risk of staff working outside of their designated roles. Presently, the duties of specific staff members are determined and deployed informally with the LT as a group providing support and direction. There is a need for the roles and responsibilities of all teaching and support staff to be formally developed and documented. This process should include the identification of individual line managers from the current LT for individual support staff and specialist staff as well as year level teaching teams.

Student performance data indicates the need for enrichment, extension and academic challenge learning opportunities across all year levels.

Data from A – E Reporting, NAPLAN outcomes and the suite of standardised testing the School administers indicates at least 30% of each year level student cohort are consistently attaining A standard scores in testing activities. Classroom teachers openly acknowledge that many of their students are very bright and have an ardent desire to extend their learning in all subject areas. The establishment of Years 2 to 6 open learning classroom spaces has provided teachers with excellent options to deliver quality small group and individual instruction. Inquiry-based approaches to learning are evident throughout the middle and upper-year levels and students can share the learnings they have undertaken through individual and group research, often using classroom technology resources that are readily available in all learning spaces. Currently, these types of learning activities are on an ad-hoc basis within daily classroom programs. There is an opportunity for the guidance and the support team to develop a whole school approach to student

enrichment and extension, including student identification and monitoring, activity design, resourcing, pedagogical support and professional learning for staff.

Year level teams work as a Professional Learning Community (PLC).

PLCs have been established and led by the PLL for each year level team plus support teaching staff. Teachers are released from class duties to meet in these communities every week. The PLC protocols and agenda are consistent across all year level groups and are highly effective in supporting teacher collaboration and reflection to strengthen teaching practice and learning for all with support of "Knowledgeable Other". To date, the sole focus of the PLC has been the familiarisation and skilling of all teachers to fully maximise the implementation of the current whole school curriculum plan. Teacher judgement, analysis and triangulation of student assessment and benchmark data have been key components of each year level's curriculum planning and discussion to date. It would be timely for the PLC agenda to strengthen the impact of curriculum implementation by focusing on moderation practices, as outlined in the School's current moderation plan. There is also an opportunity for the PLCs to support teachers with classroom planning for both the current PB4L rollout as well as the development of daily student extension teaching strategies.

The Support Teachers: Inclusive Education (ST:IEs) work with others to support students who require additional adjustments in the classroom.

The School employs two full-time ST:IEs to ensure that, with the correct levels of support, all students can be successful learners alongside their peers. Parents of students with additional needs speak highly of the support their student receives. The School has relatively low numbers of students on their National Consistent Collection of Data (NCCD) Register, with 39 students listed. ST:IEs report that they currently spend 4.5 hours a day supporting student learning needs in the classroom and one hour a day on other aspects of the role, including managing the NCCD register, ascertainment processes and organising parental interviews, among other tasks. The LT believes that having the ST:IEs in the classroom enhances the classroom experience for all students, including those with additional needs. The ST:IEs feel this model is not sustainable, and their ability to perform some aspects of their role is compromised, whilst the LT is committed to supporting the model where students with additional needs are working next to their peers with appropriate support in place. There is an opportunity for a comprehensive review of the role of the ST:IE at St Augustine's and to investigate best practices on how to provide support for students in a collaborative learning space.

Key recommendations

Streamline the EIA to ensure a narrow and sharp focus. Clarify the agreed improvement priorities and targets, and identify strategies required to support the agenda by building a shared understanding of expected and effective strategies at St Augustine's Parish Primary School.

Engage each year level team through conversation and observation to develop a suite of extension teaching and learning strategies that will extend all students in daily classroom activities. Identify best practice and emerging research that extends exceptional learners using the Australian Curriculum and external enrichment opportunities. Build the capability of staff through facilitation of teacher observations in classrooms and demonstrating quality extension learning in action.

Develop and formally document the roles, responsibilities and accountabilities of all staff members. Directly align each individual staff member with a member of the LT who will act as their Line Manager. These duties will include the provision of support and monitoring of wellbeing as well as overseeing individual annual performance planning.

Review the current role of the ST:IEs to ensure that there is an appropriate balance between in-class support and non-classroom requirements. Develop a sustainable model where ST:IEs collaborates and co-teaches with classroom teachers, applying their knowledge and skills to cater to all students' diverse learning needs and providing support and enrichment for identified students within the whole class setting where appropriate.

Investigate opportunities for teachers to further develop professional practice through coaching and mentoring conversations. Create opportunities for staff to work together across the School, promoting a collaborative learning culture across cohorts of teachers. Provide time for teachers to give and receive feedback on their professional practice from peers and school leaders.

Capture and incorporate current student management practices being developed through collaborative learning spaces into the final release of the School's PB4L program. In the upcoming whole school PB4L rollout, current PBL4 pilot class teachers (Year 2) could be accessible to coach and mentor other staff members on the implementation of PB4L in their respective year levels and specialist classes.

