Picnic Creek State School

Executive Summary

School and Region Reviews

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Picnic Creek State School** from **15** to **17 August 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Review team

Len Fehlhaber	Internal reviewer, SRR (review chair)
Tom Robertson	External reviewer
Garry Lacey	External reviewer

1.2 School context

Indigenous land name:	Bundjalung
Location:	Edwardson Drive, Upper Coomera
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	891
Indigenous enrolment percentage:	8.2 per cent
Students with disability percentage:	25.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	996
Year principal appointed:	2021

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three assistant principals, 27 teachers, three inclusion teachers, two Support Teachers Literacy and Numeracy (STLaN), Business Manager (BM), Head of Personalised Education (HOPE), Head of Department – Curriculum (HOD-C), three administration officers, four cleaners, groundsman, 10 teacher aides, tuckshop convenor and 48 students.

Community and business groups:

- Helping Hands Outside School Hours Care (OSHC) provider.

Partner schools and other educational providers:

- Junior secondary deputy principal of Pimpama State High School, principal of Gainsborough State School, principal of Foxwell State College, Amity Road Child Care Centre teacher, Jacobs Well Environmental Education Centre (EEC) representative and social worker.

Government and departmental representatives:

- State Member for Coomera and ARD.

2. Executive summary

2.1 Key findings

Leaders and staff speak with pride at the school's use of 'team' to underpin the 'Picnic Creek Way' (PC Way) and the mantra of *'together everyone achieves greatness'*.

A culture of kindness and collegiality permeates the school, with school staff expressing appreciation for the focus on staff wellbeing. They describe a suite of activities, particularly the regular 'Week of Wellbeing', and the whole-school team shirt worn on Fridays by staff and students. Leaders articulate that the PC Way is underpinned by research and emphasises how behaviour as adults directly impacts student behaviour.

Teachers speak proudly of the recent changes to the models of inclusion which includes the creation of a junior and senior HUB (Help, Understanding, Belonging).

The model is described as being aligned with inclusive expectations and providing a visible and accessible resource for students and teachers. The inclusion teachers articulate the model allows for a balance of withdrawal and in-class support, and allows them to support a far greater range of students, including students with disability. Students express appreciation towards the support model and feel that it makes them comfortable to receive help.

The leadership team and staff are united and committed to providing a learning environment centred on the goal of 'every student succeeding'.

School leaders explain that the school has grown in number and complexities in a short period of time. They articulate that delivering the intent of the Annual Implementation Plan (AIP) and other school priorities is requiring continued strategic thinking, including analysis of systemic and school-based data to determine future directions and enhanced team work. Some leaders indicate that implementing approaches to collaborate regularly to deliver the strategic intent of the AIP to determine future directions for improving outcomes for students is an important next step.

School leaders are committed to working with teachers to improve learning outcomes for the full range of students.

They acknowledge that to achieve this preferred future, the strategic analysis and understanding of data to inform decision-making at a school and classroom level is required. The principal commits to working with school leaders and teachers to promote a culture of self-evaluation and reflection where deeper discussions of data occur at whole-school, cohort and classroom levels and generate strategies for continuous improvement and monitor progress over time.

Teachers and school leaders invest significant time to support effective management of student behaviour.

Many teachers and staff indicate that student behaviour is a key issue that has been steadily emerging as the school has experienced significant enrolment growth. Some discussion regarding ongoing student behaviour concerns is emerging through the formation of the PC Way Committee. Staff express the desire for greater consistency of expectations and consequences, in addition to clear processes for referral of student behaviour across the whole school. They further describe the wish for timely and consistent follow-up on student behaviour and communication of outcomes.

The leadership team acknowledges the development of staff into an expert teaching team as central to improving learning and social outcomes for students.

School staff members articulate an understanding of the importance of a collaborative approach to support implementation of the school's priorities with a view to improving student learning outcomes. The collaborative development of a collegial engagement framework which provides a strategic overview of capability development processes, including opportunities for leadership learning, coaching and mentoring, models of feedback and work in collegial teams is yet to be developed. The principal acknowledges the benefits the development of this plan would have on promoting a coordinated and planned approach to capability development for all staff members.

Many staff members express a growing commitment to implementing curriculum units aligned to the Australian Curriculum (AC).

Quality Assurance (QA) processes to map students' learning across the years of schooling against year level or band plans is yet to occur. Processes to ensure alignment of assessment tasks with Guides to Making Judgements (GTMJ) are currently completed by classroom teachers. The Head of Department – Curriculum (HOD-C) expresses a commitment to working collaboratively with year level teams to develop curriculum units across all learning areas aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

Leaders recognise that highly effective teaching is the key to improving student learning outcomes.

A current school priority involves developing teachers' repertoire of practice in effective pedagogies. The research behind this approach relates to 'Deep Learning'[1] and involves teachers in using a range and balance of pedagogies to improve their teaching practice. The use of Age-appropriate pedagogies (AAP) in the early years and the Gradual Release of Responsibility (GRR) model are described by teachers as signature pedagogies.

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[1] Fullan, M., Quinn, J., & McEachen, J. (2017). *Deep learning: Engage the world change the world*. Corwin.

The analysis and discussion of data is considered as an important process to inform teaching and next steps for student learning.

'Pausing Points' have been recently developed as a process for reflection and determination of next steps in literacy learning. Teachers speak highly of this approach. The use of Pausing Points maps early years student skills against some elements of the Literacy continuum. Teachers articulate that the Pausing Points are small and achievable steps that may be supported through targeted teaching and intervention.

2.2 Key improvement strategies

Implement approaches for school leaders to collaborate regularly to deliver the strategic intent of the AIP, using deep analysis of systemic and school-based data to determine future directions for improving outcomes for students.

Promote a culture of self-evaluation and reflection where school leaders and teachers engage in deeper discussions of data at whole-school, cohort and classroom levels, to generate strategies for continuous improvement and monitor progress over time.

Develop and embed an agreed, consistent and whole-school approach to supporting and monitoring student behaviour, including the use of data to respond to emerging concerns and inform future directions.

Develop a collegial engagement framework, detailing the collaboratively agreed range of opportunities for capability development, that are enacted through a professional learning plan, with strong alignment to current priorities.

Develop curriculum units across all learning areas aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.