School Improvement Unit
Report

Stanwell State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Stanwell State School from 25 to 26 February 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>10 Teakle Street, Stanwell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1876</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>34</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>9 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>2.8 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>920</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2000</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>2.4 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Bouldercombe State School, Gracemere State School, Gogango State School, Westwood State School, Rockhampton State High School</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Stanwell Corporation, Kabra Hotel, Stanwell Progress Association, Rockhampton South Kindy, Stanwell State Emergency Service, Stanwell Rural Fire Brigade</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Student Council’s management of the Tuckshop</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
  - Three teacher aides
  - 32 students
  - 10 parents
  - Parents and Citizens’ Association (P&C) president
  - Staff members from Rockhampton State High School
  - School chaplain

1.4 Review team

Peter Doyle  | Internal reviewer, SIU (review chair)
Ian Rathmell  | Internal reviewer
2. Executive summary

2.1 Key findings

- **The school is a focal point of the community and enjoys an excellent reputation, which has grown over the past 140 years.**

  A feature of Stanwell State School is the high number of community and parent volunteers who work with teachers and students to improve learning outcomes. The school has five key values—*Care, Consideration, Concern, Courtesy and Cooperation*. These values are displayed in a range of artefacts around the school and are well known by all members of the school community.

- **There is strong evidence of collegial support among staff members who feel valued for the work that they perform.**

  There is a strong collegial culture of mutual trust and support among staff members. The principal has established a strong sense of stability within the school and has succeeded in promoting a culture which evidences high levels of satisfaction in terms of stakeholders being valued partners.

- **The school has a whole-school curriculum plan that forms the basis for discussion, collaboration and overall program direction.**

  The plan uses the Australian Curriculum (AC) and Curriculum into the Classroom (C2C) components to assist teachers with their planning. The present planning process links to the AC. The school utilises AC content descriptors to define term overviews and teaching episodes. Presently there are a range of assessment practices occurring including C2C and AC exemplars to develop term assessments. The way in which the overall delivery plan, term overviews, unit plans, weekly plans, classroom teaching and the regular assessment of student progress align across the school is not evident.

- **The school has a documented pedagogical framework based upon research and reflects the Dimensions of Teaching and Learning (DoTL) principles.**

  Teachers describe the framework to varying degrees. There is little evidence that the pedagogical framework is embedded in all classrooms. A link to an explicit instruction model is used within learning across the school, particularly the gradual release of responsibility. The explicit teaching model incorporating *To, With and By* is the school’s signature pedagogy. This model guides the implementation of the school reading, writing and spelling programs. The implementation of this pedagogy is inconsistent across the school.
Informal observation and feedback processes have been undertaken to build staff member’s capacity in teaching.

There is little evidence of a formal observation and feedback process to monitor the implementation of the key improvement agendas. Teachers have not had the opportunity to formally observe other teachers to further develop their teaching capacity. Formal processes for observations, coaching and feedback are recognised as the next stage in building staff capacity.
2.2 Key improvement strategies

- Refine the process that enables an alignment between targets and benchmarks the curriculum plan, term overviews and unit plans, classroom teaching and regular assessment.

- Review and update the school's pedagogical framework. Ensure the new plan is embedded into the regular practice of all staff and is well understood by students.

- Collaboratively develop a regular coaching and feedback model to provide all staff members with support to drive improved teaching practices that align to the school's improvement agenda.