

Samford State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Samford State School** from **1 to 3 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	SRR (review chair)
Natalie Taylor	Peer Reviewer
Alison Welch	Peer Reviewer

1.3 Contributing stakeholders

Consultation



Total of 139 interviews



10 community members
and stakeholders



41 school staff



51 students



37 parents and carers

1.4 School context

Indigenous land name:	Jagera and Turrbal We acknowledge the shared lands of the Jagera and Turrbal nations and the Jagera and Turrbal people of the Jagera and Turrbal language region.
Education region:	Metropolitan North Region
Year levels:	Prep to Year 6
Enrolment:	653
Indigenous enrolment percentage:	1.9%
Students with disability percentage:	10.8%
Index of Community Socio-Educational Advantage (ICSEA) value:	1115

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **2 to 4 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1112 and the school enrolment was 892 with an Indigenous enrolment of 1.6% and a student with disability enrolment of 2.3%.

The key improvement strategies recommended in the review are listed below.

- Further enact Australian Curriculum (AC) elements in targeted learning areas including use of achievement standards, elaborations and content descriptors to enrich and align school-based curriculum planning, assessment and moderation processes. (Domain 6)
- Deepen knowledge of differentiation strategies and staffing models to address the needs of a diverse range of learners. (Domain 7)
- Review the school pedagogical framework to enact expected signature teaching practices with aligned professional learning and capability building models. (Domain 8)
- Collaborate to further align school-wide capability practices to include Annual Performance Development Plans (APDP), collegial sharing and other strategies to support the Explicit Improvement Agenda (EIA), address staff developmental needs and meet local requirements. (Domain 5)
- Further develop strategies for leaders to work together to share, analyse and reflect upon each other's actions that co-verify and identify future next steps across all year levels for the EIA. (Domain 1)

2. Executive summary

2.1 Key affirmations

Leaders and staff have established a collegial culture of mutual trust and support.

Staff members describe trusting and supporting the leadership team, and welcome their collaborative approach to decision-making. A culture of shared responsibility for student learning, wellbeing and achievement is apparent in classrooms. A deep belief and commitment to successful learning is shared across the school community. Staff describe the importance of positive and caring relationships for successful learning. They work to build mutually respectful relationships across the school community.

Leaders model professional learning and are invested in developing their own and staff members' capability.

Leaders articulate a commitment to developing their leadership capability through planned Professional Development (PD) and strategic line-of-sight leadership of Professional Learning Communities (PLC). Teachers discuss professional learning opportunities regarding the use of inclusive digital pedagogies. They express appreciation for the work of the Digital Inclusive Technologies Leader (DITL) and pedagogy coach. Teachers speak with appreciation of the opportunities for capability development. They describe the direct impact this has on improving student outcomes in their classrooms.

Valued partnerships with Early Childhood Education and Care (ECEC) providers support improved opportunities and outcomes for students.

The Samford Early Years network collaboration between the school and local ECEC providers is established to build cross-sectoral capability and enhance transition into school. School and ECEC centre staff share that this partnership has resulted in smooth and positive engagements of families and children transitioning into Prep. Regional partners positively describe the embeddedness of the Samford State School Early Years Transition and Pedagogy Action Plan. They explain that the plan supports successful alignment of pedagogical practices between ECEC centres and Prep.

The leadership team expresses a commitment to success for all students.

Staff celebrate the development of an inclusive culture with shared responsibility for student learning and wellbeing. Teachers describe feeling well supported by members of the year level team, enrichment team and leadership team. Weekly PD in evidence-informed practice is provided for the enrichment team and Prep teacher aides. Teacher aides communicate high levels of satisfaction with this opportunity for regular learning.

Students articulate that staff care for them, and are kind and encouraging.

Parents value the support and care provided by teachers. They describe a strong sense of belonging within the school. Many parents and some staff express that they are invested in creating safe and interactive spaces for students to learn and play. Students share that this is a happy school where they can play in nature spaces. They articulate their teachers care for them, are kind and encouraging, and assist them to set goals for future learning.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Strengthen moderation processes to promote a shared understanding of what constitutes A and B standard student work.

Domain 8: Effective pedagogical practices

Further refine the range of pedagogies and high-impact strategies focused on engagement and innovation to lift the number of students achieving A and B Levels of Achievement (LOA).

Domain 2: Analysis and discussion of data

Establish further opportunities for teachers to build their data literacy to inform differentiated practices for all students, including high-achieving students.

Domain 5: An expert teaching team

Strengthen collegial engagement processes to provide regular and targeted opportunities for all staff to develop capability and expertise.