

Samford State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Samford State School** from **2 to 4 September 2019**.

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 the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Robert Van den Heuvel	Internal reviewer, SIU (review chair)
Toni Robinson	Peer reviewer
David Hinton	External reviewer



1.2 School context

Location:	School Road, Samford Village
Education region:	Metropolitan Region
Year opened:	1872
Year levels:	Prep to Year 6
Enrolment:	892
Indigenous enrolment percentage:	1.6 per cent
Students with disability enrolment percentage:	2.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1112
Year principal appointed:	2015
Day 8 staffing teacher full-time equivalent (FTE):	55
Significant partner schools:	Ferny Grove Cluster, Ferny Grove State School and Ferny Grove State High School
Significant community partnerships:	School council, Parents and Citizens' Association (P&C) – including Outside School Hours Care (OSHC), Churchill Education, Three Little Pigs – tuckshop, University of Queensland (UQ) – Cam Brooks, chaplaincy committee, Orienteering Queensland, Moreton Bay Regional Council – hall and pool, Ray White, TerryWhite Chemmart, local kindergartens and day care and Independent Public Schools (IPS) Alliance
Significant school programs:	Growth Mindset, Accelerated Maths –Years 5/6, student citizenship and student leadership program, Bring Your Own Device (BYOD) – Year 4, music and choir programs

1.3 Contributing stakeholders

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), Head of Inclusivity (HOI), guidance officer, chaplain, Business Manager (BM), 30 classroom teachers, three specialist teachers, five inclusion teachers, 14 teacher aides, three administration officers, 36 parents and 69 students.

Community and business groups:

- School council chair and P&C president.

Partner schools and other educational providers:

- Deputy principal of Ferny Grove State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016–2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school is a major organisation helping to build strong community connections.

The school embraces its rich heritage beginning in 1872 with students, staff and parents expressing pride in the school's strong commitment to community and academic excellence. A vision *'To engage all students as lifelong learners in well-rounded curriculum that prepares them for the challenges of tomorrow'* embodies the school's ongoing aspiration to be future-focused. A culture of teamwork exists with many parents reporting that staff and families work together to build strong community bonds. The school council and Parents and Citizens' Association (P&C) value the collaborative approach of school leaders who work with them to ensure a common direction.

A wide range of extracurricular activities inspires students to excel.

A range of engaging events are provided to challenge and engage students. These include choirs, songsters, instrumental music, Under and Over 8's days, interschool sport teams, leadership roles and clubs for chess, French and robotics. Camps and excursions are conducted from Years 3 to 6 with younger students staying overnight in the local hall and older students travelling further away to a residential camp on the Gold Coast for several nights. Parents and students highly value the range of extracurricular activities and community events including the alternating Spring and art festivals to enrich social learning.

The school is characterised by positive and caring relationships between students, staff and parents.

Parents consistently articulate that staff members are welcoming, approachable, supportive and exhibit great care and concern for all students. There is a strong sense of belonging and pride within the school community. Many parents comment on teachers' strong understanding of their child's academic, social and emotional wellbeing. There is a strong culture of collaboration and teamwork in the school. Staff express high levels of satisfaction with working in the school and feel valued and appreciated by colleagues, students and families.

Teachers express a common desire to ensure the integrity of Australian Curriculum (AC).

Comprehensive processes are in use for curriculum planning to enable year levels to maintain aligned teaching and learning expectations. Teachers report confidence in interpreting how the AC is integrated within Curriculum into the Classroom (C2C) resources and the practices for developing new local unit directions. Staff value planning and the conversations relating to aligning teaching and learning. Staff demonstrate keen interest to further develop understanding of the AC to support classroom teaching.



Staff commit to a belief that all students can be successful learners.

Parents articulate that staff demonstrate a clear knowledge of students' academic, social, and emotional development. These are viewed as key components of learning pathways with a consideration of differentiated learning needs. Teachers and teacher aides work together to plan and deliver differentiated learning experiences for students. The school's commitment to 'targeted teaching'¹ exemplifies a desire to meet academic, social, physical and emotional needs to ensure one year of academic growth for every student every year. Staff express keen interest to further develop their knowledge of differentiation and models to support the varying needs of learners.

Staff recognise that highly effective teaching is the key to improving student learning throughout the school.

Targeted teaching is consistently used as a school-wide practice and supports a focus upon identifying students' next steps for learning and how this impacts upon tailoring teacher instruction. School leaders actively promote a range of evidence-based teaching strategies with a particular focus on improving student engagement in deep and connected learning. School leaders acknowledge the need for ongoing professional learning for staff to effectively implement signature practices of the pedagogical framework.

There is a strong culture of collaboration and teamwork in the school.

Staff value being highly skilled professionals that commit to continuous improvement of knowledge and skills to maximise student learning. The school uses an explicit focus on building the attitudes and skills of a growth mindset for staff, students and community members. It is apparent that staff have embraced an openness to learning and are committed to continuously improving professional practice. Staff access a range of strategies and forums to be lifelong learners. Staff value opportunities to obtain feedback, work with peers and share practice. They express interest in further aligning capability building strategies that enhance student learning and the implementation of the Explicit Improvement Agenda (EIA).

School and teacher leaders embrace the important role they play in driving school improvement and success.

A range of school and teacher leaders access the Churchill Education leadership project to extend personal leadership capabilities through working with evidence-based research and reflecting upon potential improvement strategies. Feedback, coaching and mentoring occurs between key staff and is valued by participants. The school utilises the skills and talents of staff members to support the EIA. Staff identify the importance of being highly skilled and making connections with other school and teacher leaders to align consistent practice across the school.

¹ Goss, P., Hunter, J., Romanes, D., Parsonage, H., (2015) *Targeted teaching: how better use of data can improve student learning*, Grattan Institute.

**Staff place a high priority upon the school-wide use and analysis of data.**

Staff access data from multiple sources to monitor student academic, social and attendance progress. Staff work together to collect data for measurement against school targets. This information is used for discussion with key staff including support staff and classroom teachers who identify targeted plans for supporting students. Staff access a locally devised digital markbook to interrogate short and long-term data for students and classes. This well-established markbook with graphical forms, enables all teachers to easily access data and view longitudinal shifts in educational progress.

The school effectively uses its available facilities to maximise student learning.

The school environment includes carefully considered gardens, play spaces and landscaping reflecting a sense of pride and wellbeing. Great care is taken by the Business Manager (BM), administration officers, school officers and ancillary staff to ensure that the school is well-prepared and ready for students each day. The P&C makes significant contributions to the school including providing flexible learning areas, air conditioning, shade areas, playground equipment, a classroom fun slide and other additional teaching resources. The school is implementing an infrastructure plan that prioritises the improvement of learning spaces to support the curriculum. Teachers and students acknowledge the strong support provided by the broader community.



2.2 Key improvement strategies

Further enact 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.

Deepen knowledge of differentiation strategies and staffing models to address the needs of a diverse range of learners.

Review the school pedagogical framework to enact expected signature teaching practices with aligned professional learning and capability building models.

Collaborate to further align school-wide capability practices to include Annual Performance Development Plans (APDP), collegial sharing and other strategies to support the EIA, address staff developmental needs and meet local requirements.

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.