School Improvement Unit
Report

Salisbury State School
Executive Summary
1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at Salisbury State School from 21 to 25 October 2016.

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 consider in consultation with its regional office and school community.

The report’s executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Principal Supervisor to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Jenny Hart  
Internal reviewer, SIU (review chair)

Shane Wilkie  
Peer reviewer

Frank Schoonderbeek  
External reviewer
### 1.2 School context

<table>
<thead>
<tr>
<th><strong>Location:</strong></th>
<th>Cripps Street, Salisbury</th>
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<tbody>
<tr>
<td><strong>Education region:</strong></td>
<td>Metropolitan Region</td>
</tr>
<tr>
<td><strong>Year opened:</strong></td>
<td>1927</td>
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<tr>
<td><strong>Year levels:</strong></td>
<td>Prep to Year 6</td>
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<tr>
<td><strong>Enrolment:</strong></td>
<td>239</td>
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<tr>
<td><strong>Indigenous enrolment percentage:</strong></td>
<td>7.9 per cent</td>
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<td><strong>Students with disability enrolment percentage:</strong></td>
<td>4.6 per cent</td>
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<tr>
<td><strong>Index of Community Socio-Educational Advantage (ICSEA) value:</strong></td>
<td>1001</td>
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<tr>
<td><strong>Year principal appointed:</strong></td>
<td>2016 Term 3</td>
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<tr>
<td><strong>Full-time equivalent staff:</strong></td>
<td>15.6</td>
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<tr>
<td><strong>Significant partner schools:</strong></td>
<td>Yeronga State High School, Sunnybank State School, Coopers Plains State School</td>
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<td><strong>Significant community partnerships:</strong></td>
<td>Salisbury Rotary, Bendigo Bank, Salisbury Community Kitchen Garden, Salisbury Returned and Services League (RSL), Indigenous Health, ACER/ASIC Project, local Crèche and Kindergarten (C&amp;K)</td>
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<td><strong>Significant school programs:</strong></td>
<td>Reading to Learn/Learning to Read, Positive Behaviour for Learning (PB4L)</td>
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1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- principal, Head of Curriculum (HOC), 12 classroom teachers, Language Other Than English (LOTE) teacher (Japanese), physical education teacher, seven teacher aides, Support Teacher Literacy and Numeracy (STLaN), English as an Additional Language or Dialect (EAL/D) teacher, teacher librarian, Students with Disabilities (SWD) teacher, guidance officer, chaplain, three cleaners, administrative assistant, two casual office staff, schools officer, two crossing supervisors and 30 students, 14 parents, president, treasurer and members of the Parents and Citizens’ Association (P&C)

Government and departmental representatives:

- Principal supervisor

1.4 Supporting documentary evidence

- Annual Implementation Plan 2016
- Investing for Success 2016
- OneSchool
- Professional learning plan 2016
- School pedagogical framework
- Reading Framework placemats
- School Opinion Survey
- Curriculum, assessment and reporting framework
- Responsible Behaviour Plan and Positive Behaviour for Learning documents
- Explicit Improvement Agenda
- School Data Profile Semester 2, 2016
- School budget overview
- Curriculum planning documents
- School data plan
- School differentiation placemat
- Roles and Responsibilities
- School newsletters and website
2. Executive summary

2.1 Key findings

The principal places a high priority on building relationships with staff members and the community.

Staff members of the school have built a strong culture of collegial support whilst the leadership of the school has undergone significant change. Parents speak positively regarding the new stability in the school and the current priorities and direction.

The principal, school staff and community members are united and committed to improving the learning outcomes for all students.

The Explicit Improvement Agenda (EIA) is focused on reading, personalised learning and Positive Behaviour for Learning (PB4L). The Annual Implementation Plan (AIP) and improvement agenda are yet to state explicit targets and timelines for the achievement of set goals.

The school is using its resources to meet the needs of students.

Staff members are deployed to meet the needs of identified students. Some analysis of student achievement data is used to target support for identified students. Tracking the effectiveness of targeted support and the monitoring of student goals and outcomes are yet to be developed across all intervention and support programs.

The school leadership team views the development of staff members into an expert teaching team as central to improving student learning outcomes.

Teaching staff members work hard to understand and meet the needs of individual learners. Teachers speak positively of the opportunities to meet together to support curriculum planning and implementation of school priorities.

The leadership team is developing a collegial culture to drive improvement in pedagogy.

The leadership team identifies the need to build a formalised mentoring, observation and coaching structure as a strategy to build teacher capacity in fully implementing the agreed pedagogical practices. An observation and feedback process to monitor the implementation of the key improvement priority is yet to be developed.

The appointment of a permanent principal has seen the community rally around the positive direction which has been set.

An inclusive nature, valuing all contributions to the school, has built considerable faith in the leadership of the school in a short period. Parents report that the school is continuing to emerge as a community focus. The principal is focused on clear guidelines for re-engaging with partnership groups. A parent and community engagement framework is yet to be developed.
The school places emphasis on periodic data gathering through pre-tests, post-tests, and systematic standardised reading and numeracy assessments.

Data discussion among staff members is largely focused on Levels of Achievement (LOA). Further work to analyse underlying trends, misconceptions and effective ways to improve student learning outcomes is being planned.

Caring and respectful relationships are apparent between staff members, students and the community.

Staff members speak of the challenges some students and families face in this diverse school community and are proud of the support and care teaching staff members provide for students and families. Parents speak overwhelmingly of the welcoming nature of the teachers, the positive behaviour of students and the desire to have their child at this school. A strong parent presence is evident at school assembly.

2.2 Key improvement strategies

Develop action plans for each explicit improvement focus with clear actions, targets, timelines and responsible officers.

Review resource allocations for targeted intervention to ensure the effective use of resources in tracking and reviewing student goals and outcomes.

Collaboratively develop an observation and feedback protocol that is supported by a coaching program and is aligned to the agreed pedagogy and the EIA.

Collaboratively develop a parent and community engagement framework.

Develop staff member data literacy skills to identify broader concepts for focused teaching, tracking student progress and determining the effectiveness of their teaching practice.