

# Pindi Pindi State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pindi Pindi State School** from **30 April** to **1 May 2018**.

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 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

Ian Rathmell	Internal reviewer, SIU (review chair)
Lisa Noonan	Peer reviewer



## 1.2 School context

<b>Location:</b>	Bruce Highway, Pindi Pindi
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1928
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	18
<b>Indigenous enrolment percentage:</b>	nil
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	996
<b>Year principal appointed:</b>	2018
<b>Full-time equivalent staff:</b>	1.82
<b>Significant partner schools:</b>	Bloomsbury State School, Calen District State College, Hampden State School, Seaforth State School, Coningsby State School, Farleigh State School
<b>Significant community partnerships:</b>	Bunnings Mackay North, Pindi Pindi Parents and Citizens' Association (P&C), Rebel Sport, Playgroup Queensland, Calen District State College
<b>Significant school programs:</b>	Health and Physical Education (HPE) program, Teaching Handwriting, Reading and Spelling Skills (THRASS), Visible Learning, German language, The Arts



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Small Schools Business Manager (BM), cluster Head of Curriculum (HOC)/Support Teacher Literacy and Numeracy (STLaN), teacher, two specialist teachers, three teacher aides, four parents, 18 students and two cleaners.

Partner schools and other educational providers:

- Principal Hampden State School and principal Calen District State College.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (November, 2017)
Headline Indicators (April, 2018)	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Literacy and Numeracy Internal Monitoring Schedule



## 2. Executive summary

### 2.1 Key findings

#### **Parents express the belief that the school welcomes them as true partners in learning.**

The school places a high priority on the partnership between parents and the school that is based on respect and effective communication. Parents speak highly of the school and view staff as hard working and enthusiastic, clearly demonstrating their desire for all students to learn successfully.

#### **Classrooms are calm, busy and inviting for learners.**

Students articulate that they enjoy coming to school and comment on the close, supportive relationships that exist between students across all year levels. Students identify high levels of satisfaction with their learning and the way teachers and support staff members cater for them. Students indicate that all children are welcomed into the school community, creating a safe and supportive environment.

#### **The principal and staff members demonstrate a commitment to school improvement and the success of every student.**

The school's Explicit Improvement Agenda (EIA) is reflected in the 2018 Annual Implementation Plan (AIP) and supporting strategic documents. The AIP describes one school priority as developing quality teaching and learning in writing. The principal and cluster Head of Curriculum (HOC)/Support Teacher Literacy and Numeracy (STLaN) articulate that writing is an important focus area for development. A target aligned to individual learning goals based on the writing aspects of the literacy continuum is established. Timelines associated with any listed targets have yet to be fully established. Clarity of understanding of the strategies and targets to improve writing by all staff members is less apparent.

#### **The principal views the development of staff members into an expert and coherent teaching team as central to continuing to improve outcomes for all students.**

Teaching staff work with students of all year levels and are eager to continue to expand their teaching knowledge and skills to improve current practices. The principal acknowledges the need to align a professional learning plan with the Annual Performance Review (APR) process, budget and the EIA.

#### **The principal recognises that highly effective pedagogy is the key to improving student outcomes.**

Explicit Instruction (EI) is used as a key pedagogical practice in scaffolding classroom learning experiences for students. This practice continues to be refined as part of the repertoire of practice at the school. Consistent understanding and application of a pedagogical framework in classrooms is not yet apparent. The principal identifies the need to develop a pedagogical framework that reflects agreed teaching practices, is considered in curriculum planning and is consistently implemented in learning experiences.





**The school focuses attention and energy on priority curriculum areas and ensuring all students are developing skills in the basics of literacy and numeracy.**

Opportunities to engage in more in-depth conversations regarding agreed pedagogical practices in the teaching of writing are in the early stages of development. The principal acknowledges the need to develop explicit frameworks to guide teaching and learning in the priority areas.

**The school has developed a comprehensive whole-school, curriculum, assessment and reporting framework.**

The ongoing monitoring of the units of work to ensure that the mandated Australian Curriculum (AC) is being accessed by all students is emerging through the tracking of content descriptions and achievement standards in the learning areas of English. Quality Assurance (QA) processes, including feedback regarding teacher planning and monitoring the enactment and effectiveness of units in all learning areas, are yet to be developed. The principal identifies the need to continue to develop and review the curriculum framework for all learning areas.

**The school is an integral part of the rural community that it serves and has built a range of partnerships.**

The school organises a very successful and highly valued playgroup once per fortnight. A teacher aide facilitates the playgroup and the school enjoys a glowing reputation for this unique early years program. The playgroup attracts up to 17 children in each session with an ever-growing interest from the community. The playgroup is one avenue the school utilises to support the transition to Prep.



## 2.2 Key improvement strategies

Ensure that a clearly articulated EIA is narrow and sharp and is accompanied by timelines, appropriate resourcing and Professional Development (PD) for all members of the teaching team.

Develop a whole-school professional learning plan, aligned to the school's improvement agenda to effectively drive and support high quality instruction.

Collaboratively develop a pedagogical framework so that it reflects current practice and is well understood and enacted across the teaching team.

Collaboratively develop clear and explicit frameworks for teaching in priority areas and ensure that all staff members have the expert understanding and skill set required.

Collaboratively develop QA processes to provide curriculum feedback to teachers and to ensure the intended curriculum in all learning areas is enacted in all classrooms.