

Townsville Central State School

Action Plan Final Report



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a 12-month check-in review at **Townsville Central State School** on **7 February 2018**. It provides an evaluation of the school's performance against the 12-month action plan developed by the school in consultation with the Assistant Regional Director (ARD).

The 12-month check-in was completed by staff from the School Improvement Unit (SIU). For more information regarding the SIU and school reviews please visit the [website](#).

1.1 School context

Location:	Warburton Street, North Ward
Education region:	North Queensland Region
Year opened:	1869
Year levels:	Prep to Year 6
Enrolment:	224
Indigenous enrolment percentage:	18 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	986
Year principal appointed:	2014
Full-time equivalent teachers:	12.64
Significant partner schools:	Instructional Coaching Group - Townsville State High School, Kelso State School, Oonoonba State School, PLC Cluster Schools – Ayr State School, Townsville West State School, Townsville South State School, Giru State School, Woodstock State School, Rollingstone State School, Garbutt State School
Significant community partnerships:	North Queensland TAFE (Technical and Further Education), James Cook University
Significant school programs:	Opti-MINDS, Instrumental Music



1.2 Review team

The review was conducted by:

Jenny Hart	Senior reviewer, SIU (case manager)
Louise Wilkinson	Reviewer

1.3 Contributing stakeholders

The following contributed to the 12-month review:

- a desktop review of the school's performance data and other school information
- consultation with the school's ARD
- a school visit of up to one day, and
- interviews with relevant staff, students, parents and community representatives, including:
 - Principal
 - Head of Curriculum (HOC)
 - Support Teacher Literacy and Numeracy (STLaN) and Instructional Coach
 - Eight teachers
 - 12 students.



2. SIU monitoring

2.1 Action plan improvement strategies

The 12-month review looked at how the school implemented the improvement strategies from the action plan with the support of the region.

- Collaboratively engage teachers in professional learning in the Australian Curriculum (AC) and the current P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF) to strengthen curriculum knowledge, planning and delivery.
- Collaboratively review the pedagogical framework with staff members to further develop knowledge in research-based effective strategies.

2.2 Action plan check-ins

The 12-month review was preceded by the following visits:

Three month	April 2017
Six month	July 2017
Nine month	October 2017



3. Findings

3.1 School performance data

The current enrolment is 226. There are 10 classes from Prep to Year 6. The teaching staff has remained stable with one new teacher commencing at the school in 2018.

Student attendance is currently 91.4 per cent with 17.1 per cent of students attending less than 85 per cent of the school year.

School Disciplinary Absences (SDAs) show a decline in short-term suspensions from 14 in 2016 to 5 in Semester 1, 2017. There are no recorded long-term suspensions, exclusions or cancellations.

National Assessment Plan – Literacy and Numeracy (NAPLAN) 2017 results in the school's priority area of English indicate that Mean Scale Scores (MSS) for Year 3 are similar to Similar Queensland State Schools (SQSS) in all strands with the exception of writing which is below SQSS. Year 5 MSS results are similar to SQSS in writing and spelling and below SQSS in reading and grammar and punctuation.

The percentage of students in Year 3 achieving at or above National Minimum Standard (NMS) is below Queensland State Schools (QSS) in writing, spelling and grammar and punctuation, and similar to QSS in reading with a variance of 0.2 per cent. Year 5 NMS achievement is below QSS in reading, writing, spelling and grammar and punctuation.

Year 3 Upper Two Bands (U2B) performance is above SQSS in grammar and punctuation, similar in reading and spelling and below SQSS in writing. Year 5 U2B achievement is similar to SQSS in writing and spelling and below SQSS in reading and grammar and punctuation.

Relative gain 2015-2017 Year 3 to Year 5 is below SQSS in all strands.

2017 School Opinion Survey (SOS) data in relation to the improvement agenda of the action plan indicates that 100.0 per cent of teachers feel confident in applying evidence-based teaching and learning strategies. Teaching staff members have 100.0 per cent confidence in their knowledge of the Australian Curriculum (AC).

SOS data for 2017 indicates that 85.0 per cent of parents agree that 'My child's (Literacy) English skills are being developed at this school'. 96.4 per cent of students agree that their English skills are being developed.

Staff satisfaction regarding morale in the school has improved from 72.7 per cent in 2016 to 90.0 per cent satisfaction in 2017. This satisfaction rate is above that of the Like Schools Group and the State Primary schools satisfaction rate.



3.2 Regional support

The school's ARD has provided ongoing support to the school and the principal. This support has focused on the key improvement actions as identified in the school's action plan and included:

- regular contact including visits to the school, phone conversations and emails
- discussion regarding the development and implementation of the action plan
- support for the development of the school instructional coaching model including explicit modelling and feedback
- establishment and monitoring of targets
- development of staff members' knowledge and understanding of the AC
- facilitation of frequent access to the Regional Curriculum team to support professional learning of staff including frequent support and development of the HOC
- support of the development of a whole-school curriculum plan
- observation and feedback on the construction and development of learning walls
- facilitation of collaborative inquiry with local schools
- coaching of the leadership team
- support of the development of the pedagogical framework
- modelling coaching and feedback in relation to the schools instructional coaching model and the development and implementation of learning walls.

3.3 Observations and general findings

The ARD has provided close support and monitoring of the school through the construction and implementation of the school's action plan. This has included the deliberate effort to build the instructional leadership skills of the leadership team. All members of the leadership team are able to discuss with confidence their own professional learning and growth through the 12-month process of the action plan.

Teachers are able to discuss how the implementation of the action plan has brought clear expectations to their practice. Staff members speak positively of the support and visibility of the leadership team.

All aspects of the action plan are being implemented and progressed throughout the school. This is supported by the publication of strategic documents. Planning and Quality Assurance (QA) processes are aligned to the achievement of the action plan. Staff and student feedback is gathered and analysed to track the progress of the action plan.



The regional CAPS team has worked closely with the school to provide professional learning and support to staff regarding the requirements and implementation of the AC.

Leadership roles and responsibilities in the leading of curriculum, and teaching and learning are developed.

All teachers are actively engaged in building their knowledge of the AC and the use of the Curriculum into the Classroom (C2C) resources to support its implementation.

A plan is developed to roll out the full AC in accordance with departmental guidelines. This plan is scaffolded to build teacher awareness, familiarity and capability prior to the teaching and reporting of key learning areas. The Curriculum Implementation Plan 2017-2020 is shared with staff and features in the school's Professional Learning Plan.

The school focus is on the planning and implementation of quality teaching and learning in English. Teachers meet with the HOC prior to each unit of work. These planning sessions ensure that teachers focus on the learning intention and success criteria of the unit. Teachers articulate that the focus of these planning sessions is on ensuring students are successful in the completion of the assessment task. Student 'know and do' charts are co-constructed at this time and are used on learning walls in all classrooms.

The HOC takes responsibility for quality assuring curriculum planning and implementation. Moderation protocols are currently being collaboratively developed with an intent to conduct in-school moderation of English summative assessment this term.

The school is in the early stages of developing systems and processes to track student achievement particularly in relation to the outcomes of instructional coaching and the use of learning walls.

The principal is meeting once a term with teachers to discuss student achievement. Marker students are identified and data conversations regarding their progress continue throughout the year. Teachers value the opportunity to discuss individual student achievement. The data literacy skills of teachers vary throughout the school. The monitoring of student achievement to set next steps for teaching and learning is developing across the school.

Learning walls for English are apparent in varying forms in all classrooms. All learning walls display the school's three key strategies of *Learning Intentions and Success Criteria for English*, *the 5 Student Questions*, and *Monitoring Circles*.

Some classroom learning walls display student exemplars of specific elements of lessons.

Student workbooks indicate that some teachers provide detailed written feedback to students. Several classrooms utilise a coloured dot system for teacher feedback to students that corresponds with the colour of the monitoring circles and the Guide to Making Judgements (GTMJ). Student understanding of this dot system and what it means for the next steps in their learning is in the early stages of development.



The use of the five student questions to check for student understanding of their learning is developing across the school. Some students are able to respond to these questions with clarity regarding their current understanding and next steps for learning.

The instructional coaching cycle is documented and provides teachers with guidance regarding the stages of the cycle. Alignment of expected practice to the graduate, proficient, highly accomplished and lead teacher standards is apparent. Whole-school expectations are documented along with the instructional coaching timetable that makes clear when teachers are engaging in instructional coaching and includes release time for co-planning and co-reflection.

All teachers are able to articulate their stage of involvement in the instructional coaching cycle. The cycle consists of co-planning and co-teaching. There has been a deliberate, differentiated approach for each teacher in the coaching process.

All teachers speak positively of the instructional coaching process and its effects on developing and changing their pedagogical practice and student learning outcomes. Some teachers are able to articulate individual student success stories in relation to A-E results.

The leadership team is developing a plan to ensure the sustainability of instructional coaching within the school's current allocation of human and financial resources.

The school has advanced their pedagogical framework documentation and conceptualisation as part of the development of the Teaching and Learning Handbook. This work is being led by the school's Teaching and Learning Team. The handbook and latest draft of the pedagogical framework was shared and discussed on school professional development days at the beginning of the year.



4. Outcomes

The SIU recognises the emerging school improvements that have been initiated over the past twelve months.

The leadership team has developed their instructional leadership skills to successfully lead the school's improvement agenda.

All staff members demonstrate a strong commitment to the school's improvement agenda and speak positively of the impact of the instructional coaching program on their pedagogical practice. Coaching, mentoring and feedback have developed a culture of continuous improvement in the school.

All staff have actively engaged in developing their knowledge and understanding of the AC particularly in the planning and delivery of English. Most staff members are able to articulate how the current planning processes can be used for other key learning areas.

The leadership team and staff members are committed to further developing the instructional coaching model to meet the differentiated needs of teachers. This includes the induction of new teachers in the expected pedagogical practices of the school.

The leadership team is able to identify the next steps in their improvement agenda with a move to deepening teachers' understanding and implementation of the Gradual Release of Responsibility (GRR) of student learning to develop independent learners, and how the use of the five student questions can monitor student learning.

The leadership team is aware of the need to develop teacher data literacy to track and monitor student learning. The principal is aware of the need to deepen student data conversations and build the capacity of teachers to utilise data to identify next steps for teaching and student learning and incorporate these steps into their planning and practice.

A staff learning wall is on display in the library and reflects the action plan's future improvement steps. The principal has identified that data literacy will be the future focus for the building of staff capability.

The Regional Director and ARD are committed to continuing their close support and guidance for the leadership team at the school.

5. Conclusion

Based on the findings from the 12-month review, and information gathered at the previous three-month check-ins, the SIU concludes:

There is sufficient implementation of the key improvement strategies for the SIU to finalise its support and monitoring of **Townsville Central State School**.