Spring Mountain State School

School Review Report

School Improvement Unit

Queensland Government

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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Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Spring Mountain State School** from **11** to **12 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

Lesley Vogan   Internal reviewer, SIU (review chair)

Rob Van Den Heuvel   Internal reviewer

1.2 School context

Location:	Dublin Avenue, Spring Mountain
Education region:	Metropolitan Region
Year opened:	2019
Year levels:	Prep to Year 6
Enrolment:	82
Indigenous enrolment percentage:	1 per cent
Students with disability enrolment percentage:	1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	nil assigned as yet
Year principal appointed:	July 2018
Day 8 staffing teacher full-time equivalent (FTE):	4
Significant partner schools:	Springfield Central State School
Significant community partnerships:	JABIRU Outside School Hours Care (OSHC), CityHope Church
Significant school programs:	BYO iPads Years 1 to 6 – Making Learning Visible, Apple partnership
	Pilot school for Intunes – only school to pilot both BYO and school-owned devices
	Positive Behaviour for Learning (PBL) – student wellbeing
	Reading – literacy focus
	2019 – Critical and Creative Thinking – establishing evidence-based practice and contextual fit. Back to Front Maths to support open-ended thinking innovation and pedagogy
	2020 – Critical and Creative Thinking – roll out with staff and in classrooms
	Community Playgroup at Spring Mountain State School – CityHope Church and JABIRU staff and support

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), five teachers, Business Manager (BM), 15 students, two teacher aides, Parents and Citizens' Association (P&C) president and secretary, and eight parents.

Community and business groups:

- CEO Springfield City Group, assistant pastor CityHope Church, Jabiru OSHC manager, coordinator playgroup – CityHope Church, Lendlease community support liaison officer and member of school start up reference group.

Partner schools and other educational providers:

- Springfield Central State High School deputy principal.

Government and departmental representatives:

- Assistant Regional Director.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	OneSchool
School improvement targets	School Data Profile (Semester 1 2019)
School pedagogical framework	School budget overview
School data plan	Curriculum planning documents
Professional development plans	OneNote
School based curriculum, assessment and reporting framework	School newsletters and website

2. Executive summary

2.1 Key findings

Spring Mountain State School is a newly established school.

From Semester 2, 2018 the principal has led a consultative process to establish a school vision that is unique to the school context and community, and underpins the development of a learning environment that is respectful, tolerant and inclusive and promotes intellectual rigour.

Positive Behaviour for Learning (PBL) is building clear expectations through creating a strong values-based culture.

PBL is visible across the school and the school mascot 'Monty the Lion' is embedded within school documentation and signage. The ROAR values of *'Respectful, Open-Minded, Achiever, Resilient'* have evolved through consultation regarding the school vision statement. Students are aware of school expectations and aspire to collect Monty Dollars, for acknowledgement of positive behaviour and attitudes, to spend in the Monty Shop.

The leadership team is committed to developing an expert teaching team to maximise student outcomes.

All members of the teaching team including teacher aides are committed to the continuous improvement of their professional skills. Staff report high levels of satisfaction with collaboration to shape school-wide directions and access to professional learning. All staff identify quality teamwork to develop an agreed purpose, common beliefs and clear directions for the school during its first year of operation.

Leadership team members are monitoring the pace of change and introduction of new 'pieces' of work.

It is acknowledged that processes and systems developed and programs adopted must be able to accommodate a rapidly growing cohort of students and an increase in new and beginning staff. The school is beginning to establish baseline data for student achievement and what groups of students will need to be considered when planning for improvement.

School leaders and teaching staff are committed to implementing curriculum plans aligned to the expectations of the Australian Curriculum (AC).

A whole-school curriculum plan, year level overviews and unit plans are in use to support all learning areas. Staff across the school consistently report that Curriculum into the Classroom (C2C) is used as a flexible resource with many units of work being enacted by other agreed curriculum sources. All staff identify that careful analysis occurs to track coverage of the AC as school-based units are in use and there are several multi-age classes with possible staff changes due to enrolment numbers. School leaders articulate the importance of guaranteeing and sequencing coverage of key elements of the AC across all year levels.

All staff recognise that highly effective teaching is the key to improving student learning outcomes and are committed to developing targeted teaching and learning across the school.

School leaders and staff acknowledge that major pedagogical decisions are being made in the first year of the school's history. Staff are accessing meetings, retreats and collaborative planning to design the foundation principles, routines and key learning directions of the school. School leaders acknowledge that future staff will begin work with less involvement in these key foundational practices. Leaders identify careful planning and unpacking of the pedagogical framework will be required to honour past work whilst empowering new staff to understand and be part of the next steps of the school's education journey.

School leaders are committed to providing quality induction for new staff members.

The school anticipates rapidly increasing enrolments with a major growth in staff numbers. Induction activities are in use with resources already available. All staff acknowledge that as the school increases in size, induction will need to capture learnings from 2019 foundation strategic decisions so all future staff have an understanding of the school's ethos. School leaders articulate that induction processes will be necessary throughout the year as staff will be employed at varying times.

Strong and trusting relationships are building across the school community.

Parents feel welcome in the school and comfortable talking with teachers and members of the leadership team. Staff and parents describe the school as having a strong community feel and conversations during the review indicate that a focus on this sense of community will be essential to the wellbeing of students and families as the school grows in the coming months and years. A significant percentage of students identify as having a background of English as an Additional Language or Dialect (EAL/D).

School leaders have actively and strategically aligned the school with the community and are building partnerships that are mutually beneficial to all stakeholders to establish the school as the focal point of a growing community.

The principal recognises the importance of partnering with parents, families and local businesses and organisations to enhance school resources and curriculum enabling student access to supports and opportunities not always available within the school. Parents are an integral part of the school and members of the Parents and Citizens' Association (P&C) are focused on building a safe, tolerant, inclusive and dynamic learning environment. The P&C is exploring ways to make all families feel connected to the school and to value the rich diversity of culture that is representative of students.

2.2 Key improvement strategies

Consider strategies to gauge the short and long-term success of programs and initiatives with an ever changing and growing student population.

Further monitor the school-wide curriculum to guarantee and sequence coverage of key elements of the AC across all year levels for school-based units, including analysis of class coverage of content descriptors, elaborations and achievement standards.

Continually unpack and enact the school's pedagogical framework to support current and future teachers' ownership of pedagogical practices and approaches for classroom teaching across the school.

Adjust and adapt current cohesive and proactive approaches for the induction of staff to cater for the anticipated increase in school size and ongoing employment of staff across the school year.

Collaboratively develop strategies to celebrate the broad range of cultures represented within the school and build the cultural competence of staff, students and parents.

3. Snapshot of previous school review

This is the first review of the school undertaken by the School Improvement Unit (SIU).

4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

Spring Mountain State School is a newly established school and from Semester 2, 2018 the principal has led a consultative process to establish a school vision that is unique to the school context and community and underpins the development of a learning environment that is respectful, tolerant and inclusive, and promotes intellectual rigour.

The principal with the support of a reference group and a newly appointed school team of a deputy principal, Business Manager (BM), teachers and parents has established foundation platforms that will inform future strategic planning and Explicit Improvement Agendas (EIA).

The principal cites the work of Lev Vygotsky[1] 'learning is cognitive development through social interaction' as the underlying premise for school pedagogical and curriculum choices and the development of school artefacts including the school motto *'Lead By Example'*, vision statement, logo and Monty the Mascot.

As a newly established school, all school expectations and practices are in the emerging and implementation phases. The principal has established an EIA of reading, thinking and wellbeing with other priorities necessary for the establishment of a new school running parallel to these three agendas. All staff members are aware of the school focus.

The reading and wellbeing priority agendas are visible across the school with artefacts displayed and teachers speaking confidently of meeting school expectations for implementing these agendas. The thinking agenda is emerging with the school adopting the Back to Front Maths program as an introduction to 'thinking' within the curriculum, and further professional learning is planned.

Leadership team members articulate an awareness of monitoring the pace of change and introduction of new pieces of work. It is additionally acknowledged that processes and systems developed and programs adopted must be able to accommodate a rapidly growing cohort of students and an increase in new and beginning staff.

The school is beginning to establish baseline data for student achievement and what groups of students will need to be considered when planning for improvement.

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[1] Vygotsky, Lev. 'Interaction between learning and development.' *Readings on the development of children* 23.3 (1978): 34-41

Improvement strategies

Consider what systems and structures will be required to keep the school primary focus on a precise improvement agenda.

Consider strategies to gauge the short and long-term success of programs and initiatives with an ever changing and growing student population.

4.2 Analysis and discussion of data

Findings

The leadership team has developed an assessment and data schedule that outlines assessment tools, timelines and benchmarks. Assessment tools include PM, PROBE, South Australian Spelling Test (SAST), Early Start, Essential mathematics, and summative and formative assessment tasks aligned to learning units.

Behaviour and attendance data is tracked with minor and major behaviour, in addition to positive behaviours, recorded on OneSchool. OneSchool is viewed as the repository for all data, contact with parents and individualised student plans for learning and behaviour.

The school is beginning to gather baseline data to monitor student achievement over time. Student progress towards set reading benchmarks is tracked on electronic class data walls and teachers discuss this data with members of the leadership team. Data collected on student Level of Achievement (LOA), reading benchmarks and National Assessment Program – Literacy and Numeracy (NAPLAN) has been triangulated and utilised to build a picture of student needs and to support teacher reflection on judgements of student learning.

Summative assessment results are used as formative assessments in collaborative planning sessions. A review of student achievement against marking guides informs teachers of gaps in understanding to address in the next unit of work. The mathematics assessment tasks from the Back to Front Maths materials are supported by an online mathematics fluency assessment program, Essential Assessment. Teachers report using the pre- and post-tests from this program to inform classroom differentiation.

This is the first year the school has participated in NAPLAN and the principal views the data from this year as useful in provoking conversations and igniting lines of inquiry.

The principal articulates the importance of building a school culture whereby parents and teachers are partnering to provide a learning environment that supports the full range of students across the school. Student and parent voice in school strategic visioning is viewed as an important foundation piece.

The school received eight transition statements for the enrolling cohort of Prep students that commenced at the beginning of the year. The school views transition statements as an important component of the transition process for students moving to their first year of schooling.

Improvement strategies

Develop ongoing strategies for collecting parent and student feedback on school initiatives, culture and student learning.

4.3 A culture that promotes learning

Findings

School leaders, staff, parents and community members view the establishment of positive and caring relationships between all stakeholders as an essential component of the school culture they wish to build.

Strong collegial and trusting relationships exist between staff members. Parents feel welcome in the school and comfortable talking with teachers and members of the leadership team. Staff and parents describe the school as having a strong community feel and conversations during the review indicate that a focus on this sense of community will be essential to the wellbeing of students and families as the school grows in the coming months and years. 55 per cent of students identify as having an EAL/D background.

PBL is building clear expectations for behaviour and supporting the establishment of a strong values-based culture. PBL is visible across the school and the school mascot Monty the Lion is embedded within school documentation and signage. The ROAR values of *'Respectful, Open-Minded, Achiever, Resilient'* have evolved through consultation regarding the school vision statement.

There are clear strategies to promote appropriate behaviour. School Disciplinary Absences (SDAs) are minimal with two SDAs actioned this year. Students are aware of school expectations and aspire to collect Monty Dollars to spend in the Monty Shop. The principal reports a school attendance policy is developing. OneSchool indicates the year-to-date attendance rate is 95.4 per cent with 9.3 per cent of students attending less than 85 per cent of school days.

School staff and governing bodies are focused on a student-centred culture that values innovation and creative exploration. There is an expectation that iPads will be used as a learning tool across Prep to Year 6. The school is introducing 'nature play' and 'loose parts play' to support inquiry, problem solving and independent learning.

Members of the P&C discuss a focus on promoting an inclusive school environment whereby all cultures are celebrated and all parents are encouraged to partner with the school and support student learning.

Improvement strategies

Collaboratively develop strategies to celebrate the broad range of cultures represented within the school and build the cultural competence of staff, students and parents.

Explore opportunities to align school reward systems and communication of student positive interactions with digital technologies.

4.4 Targeted use of school resources

Findings

As a Public-Private Partnership (PPP) new build school, the school has opened with Stage 1 and Stage 2 facilities completed. Facilities are purpose-built and include a hall, library, science/music block and classrooms with kitchens and art spaces. The principal and BM maintain clear lines of communication with the facilities services officer who is responsible for facilities maintenance, cleaning and grounds.

The school is including interactive and creative spaces for students to focus on nature play and loose parts play. There is an intention to increase these spaces as the school population expands. Students are able to play across play spaces and mix with students of all ages.

The use of iPads across the school as a learning tool is supported by the school participating in the trial of the new 'Intune' cloud base service that is enabling easier management of mobile devices and Apps, secure personal information and ensuring devices and Apps are compliant with Department of Education (DoE) requirements.

The school has a BYO iPad program in Years 1 to 6 with banks of iPads available for Prep students and a school-owned enterprise fleet to meet the needs of families not able to purchase iPads. The leadership team works with teachers to build their capability in using iPads to enhance curriculum delivery.

The current school cash at bank is $406 931 and the BM reports the need to ensure there is funding available for enrolment growth in 2020. Budget expenditure aligns to school improvement priorities and start-up costs.

Investing for Success (I4S) funds of $69 813 are directed towards embedding the school reading framework, coaching and feedback model, data conversations and building staff leadership capacity through Queensland Educational Leadership Institute (QELi) 'Mindful Leaders' program.

Members of the leadership team are developing a workforce strategy to enable access to quality teachers as the school enrolment increases. The school invests in District Relieving Teachers (DRT), building their understanding of signature school practices and values prior to starting full-time work at the school. School funds are directed to employing a full-time Head of Curriculum (HOC) and fractional intervention teacher.

School processes for the identification of individual student learning, wellbeing and mental health needs are developed. The Team Around the Child (TAC) has clear referral and actioning strategies for identified students. Targeted student intervention in reading has commenced.

Members of the leadership team are successfully balancing the demands of a new and growing school with an explicit student learning and wellbeing improvement agenda.

Improvement strategies

Continue to develop school systems to manage the recruitment and selection of teachers, teacher aides and key staff, and processes to support the ongoing induction and coaching of new staff.

4.5 An expert teaching team

Findings

The leadership team is committed to developing an expert teaching team to maximise student outcomes. All members of the teaching team including teacher aides are committed to the continuous improvement of their professional skills. Staff report high levels of satisfaction with collaboration to shape school-wide directions and access to professional learning. All staff identify quality teamwork to develop an agreed purpose, common beliefs and clear directions for the school during its first year of operation.

Annual Performance Reviews (APR) are enacted for all teachers. This enables staff to identify personalised goals using the standards from the Australian Institute for Teaching and School Leadership (AITSL). Teachers undertake personal reflection and review school priorities to determine a reading goal to support the EIA, and up to two other goals addressing focus areas relating to other school priorities or the State School Strategy.

A whole-school coaching model is linked to the APR process with coaching and modelling being provided by school and curriculum leaders. Teachers report observations being completed with feedback. These focus upon goals from the Annual Performance Development Plan (APDP) and allow teachers to observe peers, watch modelled lessons by the HOC or have the HOC provide feedback. Some staff report important programs and routines are included in this model for this newly established school.

Leaders report that feedback is provided in three formats including inquiry-based feedback, system-based feedback and needs-based feedback.

A range of professional learning activities is provided through staff development days, staff meetings, flexible workshops locally known as 'Pop UP PDs', webinars and podcasts. Teachers and teacher aides report accessing these events. The activities support the EIA, scaffold the introduction of key programs, and help clarify emerging programs and practices in the newly established school. Staff report these are valued and provide enormous benefits for consistency of practice and common standards.

The school's professional learning strategies are enacted through use of planned activities and processes. These link to the EIA and support the understanding of key programs and practices across the school. School leaders articulate that a singular document, showing the scope and alignment of all planned professional learning and capability building processes, will be defined as part of collaboration to formalise a collegial engagement model.

School leaders identify that induction of new staff is crucial. The school anticipates rapidly increasing enrolments with a major growth in staff numbers. Induction activities are in use with resources already available. All staff acknowledge that as the school increases in size, induction will need to capture learnings from 2019 foundation strategic decisions so all future staff have an understanding of the school's ethos. School leaders articulate that induction processes will be necessary throughout the year as staff will be employed at varying times.

Improvement strategies

Adjust and adapt current cohesive and proactive approaches for the induction of staff to cater for the anticipated increase in school size and ongoing employment of staff across the school year.

Further embed whole-school professional learning through future work to define a collegial engagement framework.

4.6 Systematic curriculum delivery

Findings

The school maintains quality curriculum planning and documentation through the use of collaborative planning and teamwork to ensure that emerging directions are reflective of the school community's needs. Staff and parents report that school leaders work with all stakeholders and community partners to consider a broad range of views.

School leaders and teaching staff express a commitment to implementing curriculum plans aligned to the expectations of the AC. A whole-school curriculum plan, year level overviews and unit plans are in use to support all learning areas. Staff across the school consistently report that C2C is used as a flexible resource with many units of work being enacted by other agreed curriculum sources. All staff identify that careful analysis occurs to track coverage of the AC as school-based units are in use and serve multi-age classes with possible staff changes due to enrolment numbers. School leaders articulate the importance of guaranteeing and sequencing coverage of key elements of the AC across all year levels.

A planning day is provided each term to enable teachers to individually work with the HOC to develop unit plans. Emphasis during this day includes addressing key priorities of the school's EIA. This includes work around the teaching of reading for English and thinking within mathematics. Other learning areas are included during planning discussions with these being finalised by teachers and referred to the HOC on a needs basis.

The Back to Front Maths approach is used as a key resource to support curriculum planning and pedagogical practices for mathematics. Staff report that this approach is aligned to the AC and provides coverage of achievement standard expectations and year level content descriptors. Marking guides are developed to support the implementation of Back to Front Maths with the online Essential Assessment delivering a whole-school approach to formative and summative assessment.

English units are developed using school templates to ensure consideration of achievement standards, content descriptors, curriculum connections, student needs and academic vocabulary. During the planning days, teachers and the HOC work together to consider teaching and learning episodes across the term with common assessment tasks defined.

Staff report that moderation occurs each term. During the initial opening year, moderation processes are adapted for multi-age needs and possible growth. Moderation is occurring during an agreed staff meeting with the HOC collecting unmarked samples to enable paired teachers of similar year levels to compare judgements. Pairs undertake the locally described 'blind marking' to initiate discussion around common LOA expectations. School leaders acknowledge that as staff numbers grow, new formats will be possible for wider moderation processes and identify that links with other schools may provide scope for moderation in the interim.

Reports are completed at the end of Semester 1 and Semester 2 and the school has made a decision to limit learning area comments to a general comment at the end of the report with

background information on LOAs provided at parent teacher conferences. Teachers conduct parent teacher interviews in Term 1 and Term 3. Parents report valuing this process.

Improvement strategies

Further monitor the school-wide curriculum to guarantee and sequence coverage of key elements of the AC across all year levels for school-based units, including analysis of class coverage of content descriptors, elaborations and achievement standards.

Investigate moderation models to further allow teachers to maintain consistent judgements using achievement standards across different year levels.

4.7 Differentiated teaching and learning

Findings

Staff believe that all students are capable of learning successfully when motivated and provided with the appropriate support and opportunities to demonstrate their knowledge and skills. The school defines intervention as individualised pathways providing varied learning opportunities to support the academic and emotional growth of students.

There is an expectation that teachers will plan for and deliver differentiated learning experiences for students. Staff record and track differentiation using OneSchool so that all staff are able to work together with common information. The support section of OneSchool lists personalised learning records of students. This formation complements internal school processes to collect and maintain accurate details for the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

The school's TAC work is a team-based approach to support the individualised learning needs of students. School leaders report that TAC brings together all available resources within a supportive environment to maximise the cognitive, social, sensory and physical wellbeing of every student. A fractional TAC coordinator is employed to manage this support model.

Staff report that before referring a student to TAC, teachers use in-class adjustments with details being notated in personal learning records. Following this, referral processes for support involve consultation with parents, identification of areas for support, review of previous specialist support, and collection of pertinent data regarding the student's background. The TAC coordinator, principal, deputy principal and HOC review referrals. Outcomes from referrals can include further assessments, monitoring of progress, support staff intervention or consideration of formal adjustments such as Individual Curriculum Plans (ICP).

At the time of the review, there are no verified students or students requiring an ICP at the school.

Reading is a key focus area for differentiation and is identified as part of the EIA. PM and PROBE identify student needs and enable teachers to plan targeted groupings for reading. During reading sessions, teachers and teacher aides work together using groups to provide targeted support that matches student needs.

Reading differentiation is further supported by the implementation of targeted reading intervention using the Levelled Literacy Intervention (LLI) process. Teachers use elements of direct instruction and explicit teaching to address student basic reading knowledge and skills. Staff and parents report this is particularly useful to support EAL/D students.

Back to Front Maths is used by teachers to support differentiation. This mathematics approach provides challenging tasks to enable students to build new connections for learning and address misconceptions based on pre-assessment data. Students extend and generalise new mathematical principles and apply learnings to other areas of the curriculum.

The school's pedagogical framework reflects considered use of differentiation. Feedback, data analysis, and use of learning intentions and success criteria are examples of how the pedagogical framework engages students and teachers in reflecting upon the next steps for learning. Students report that there is a positive learning challenge in their class work and enjoy the challenges provided in mathematics.

Improvement strategies

Further embed TAC practices and build teacher capability in planning and implementing differentiated instruction and assessment, for the full range of learners.

4.8 Effective pedagogical practices

Findings

All staff recognise that highly effective teaching is the key to improving student learning outcomes and are committed to developing targeted teaching and learning across the school to ensure that all students are optimally engaged, supported and challenged. In its first year of opening, the school is taking time to collaborate and review research to define a unique and highly regarded pedagogical framework.

School leaders and staff acknowledge that major pedagogical decisions are being made in the first year of the school's history. Staff are accessing meetings, retreats and collaborative planning to design the foundation principles, routines and key learning directions of the school. School leaders acknowledge that future staff will begin work without involvement in these key foundational practices. Leaders identify careful planning and unpacking of the pedagogical framework will be required to honour past work whilst empowering new staff to understand and be part of the next steps of the school's education journey.

The school's pedagogical framework draws upon a range of evidence-based research sources including Lev Vygotsky, Lyn Sharratt[2], John Hattie[3], Ron Ritchhart[4], Tierney Kennedy[5], and Peter Ellerton[6]. PBL and creative thinking approaches additionally play important parts in the pedagogical framework.

The pedagogical framework is further supported by engaging teachers in consideration of key pedagogical approaches when enacting learning episodes for students. Approaches for consideration include inquiry-based learning, play-based learners, Gradual Release of Responsibility (GRR) model and problem-based learning. School leaders and teachers express keen interest in the Abecedarian Approach, Age-appropriate pedagogies (AAP), nature play and loose parts play being introduced at the school.

Staff report that nature play and loose parts play support students to have unstructured play outdoors and in nature to promote cognitive, social and emotional development. The school's commitment to this direction is further supported by the school creating a nature pod for students to build projects. This facility houses flexible resources that allow students

[2] Sharratt, L. (2019). Sharratt Educational Services (SEG Inc.). Retrieved from https://www.lynsharratt.com/

[3] The University of Melbourne. (2018). Prof John Hattie. Retrieved from https://www.findanexpert.unimelb.edu.au/display/person428067

[4] Ron Ritchhart. (2019). Ron Ritchhart - Principal Investigator for the Cultures of Thinking Project. Retrieved from http://www.ronritchhart.com/ronritchhart.com/Welcome.html.

[5] Kennedy Press. (2019). Back-to-Front Maths. Retrieved from https://www.backtofrontmaths.com.au/

[6] University of Queensland. (2019). Peter Ellerton – Critical Thinking Project. Retrieved from https://critical-thinking.project.uq.edu.au/profile/24/peter-ellerton.

to create constructions and projects in their environment. The Outside School Hours Care (OSHC) facility is integrating this approach within their program.

The HOC models lessons and expected pedagogies to teachers to support the APR process and consistent school-wide practice. Teachers describe being shown the instructional model for the teaching of reading. Some teachers articulate that the school is currently involving teachers in peer observations to enable collegial sharing of best practice and feedback.

The school is developing an approach to digital pedagogies with practices apparent for 21st Century skills of communication, collaboration, critical thinking and creativity. The school uses a BYO iPad program across Years 1 to 6 with students having personal iPad devices. A school-owned enterprise fleet meets the needs of Prep students and families requiring support to access iPads. Classrooms are rich with examples of students effectively using technology as a learning tool.

Improvement strategies

Continually unpack and enact the school's pedagogical framework to support current and future teachers' ownership of pedagogical practices and approaches for classroom teaching across the school.

4.9 School-community partnerships

Findings

The principal recognises the importance of partnering with parents, families and local businesses and organisations to enhance school resources and curriculum enabling student access to supports and opportunities not always available within the school.

The principal has actively and strategically aligned the school with the community and is building partnerships that are mutually beneficially to all stakeholders to establish the school as the focal point of a growing community.

The regular attendance at 'Meet the Neighbours' events hosted by the community developer Lendlease and the contribution to the community newsletter regarding the progress of the school have been appreciated by new residents and the community as a whole. The partnership with Lendlease continues to consolidate with the principal updating the community on school strategic decisions, facilities and enrolment growth. Lendlease has been able to support a locally relevant curriculum providing guest speakers, hosting students on a walking tour of the display village, and providing an Aboriginal artist in residence.

The school is a member of the Springfield Learning Coalition that encompasses the 11 schools in the area, including state and private schools, and chaired by the CEO of the Springfield City Group. This alliance is collaborating on a shared vision for learning across Springfield and provides a network for school principals and staff to address similar needs and concerns regarding growth and sustainably in a rapidly expanding community. A 'learning festival' is planned for the end of September with events hosted across all schools culminating in a community learning day event. The Springfield City Group has organised significant sponsorship for the event and on-boarded other educational organisations including the local university and early education centres.

Parents are an integral part of the school and members of the P&C are focused on building a safe, tolerant, inclusive and dynamic learning environment. The P&C is exploring ways to make all families feel connected to the school and to value the rich diversity of culture that is representative of students.

Parents acknowledge the efforts of school staff to enable students to access a full range of activities that would be available in a larger school. The school attended a cross country competition with a neighbouring school; students were offered the opportunity to join an interschool sporting team with a neighbouring school; and the 15 Year 5/6 students attended a residential camp in Term 2.

An alliance with the CityHope Church has resulted in audio-visual upgrades to the school hall and the establishment of a school-based, collectively managed playgroup that is attracting up to thirty birth to age four children each week. The playgroup and a growing partnership with Springfield Central State High School are anticipated to support smooth transitions for students in their first year of schooling and those entering secondary education.

Improvement strategies

Work with the school P&C to develop strategies to build a school culture that will sustain a strong sense of community as enrolment numbers increase in the coming years.

Document and formalise partnerships to enable monitoring and review of their effectiveness in enhancing student learning outcomes and their contribution to the school-desired culture.