

The Summit State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **The Summit State School** from **1 to 3 August 2022**.

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

1.1 Review team

Bradley Clark	Internal reviewer, SRR (review chair)
Len Fehlhaber	Internal reviewer



1.2 School context

Indigenous land name:	Kambuwal
Location:	Taggart Road, The Summit
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	33
Indigenous enrolment percentage:	15 per cent
Students with disability percentage:	15 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	979
Year principal appointed:	2018



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, Business Manager (BM), five teacher aides, cleaner, cluster Head of Special Education Services (HOSES), 15 students, six parents and Parents and Citizens' Association (P&C) president and treasurer.

Community and business groups:

- Granite Belt Support Services Speech Language Pathologist (SLP).

Partner schools and other educational providers:

- Stanthorpe State High School, Dalveen State School and Stanthorpe State School.

Government and departmental representatives:

- ARD, former ARD and regional Principal Advisor – Teaching and Learning (PATaL).



2. Executive summary

2.1 Key findings

It is apparent that the principal has a strong understanding of contemporary research regarding effective teaching practices.

The principal outlines a belief that highly effective teaching underpins improvement in student learning and actively supports a range of evidence-based strategies. A deep understanding of how these approaches are interconnected and complement each other to improve student outcomes is understood and described by the principal. It is apparent the principal is a proactive, positive and purposeful leader focused on driving an Explicit Improvement Agenda (EIA) that aims to deliver high-quality learning and wellbeing outcomes for all students. Many staff express appreciation for the active role the principal takes in leading the learning. The principal describes a plan to make learning visible for students as a key aspect of pedagogical practice. It is apparent that students are developing efficacy of their learning, assuming an active role in monitoring their own progress.

Staff members hold themselves accountable for continually refining their pedagogical practice.

Staff seek and engage in opportunities within and beyond the school to professionally develop their skills. The principal recognises the development of staff into an expert team as central to improving student learning and wellbeing outcomes. Staff capability features prominently within the EIA and aligns to school priorities. The principal articulates that staff are expert teachers and work well as a cohesive group, regularly sharing knowledge and practices. They explain that staff have been provided opportunities to develop skills through Professional Development (PD), both internally and externally.

The principal has a clear vision for the school's learning agenda that is focused on providing all students with access to quality learning experiences that reflect the requirements of the Australian Curriculum (AC).

Collaborative planning processes to review and document curriculum units aligned to the AC that are quality assured for balance and coverage against content descriptions and achievement standards have been established since the last review. Staff explain that they have been collaboratively utilising student data and differentiation strategies at the unit planning stage to ensure that next steps in learning are considered. Most students express satisfaction towards the curriculum and content being taught. Some students express a desire for more engaging units of work and content that is locally relevant to them. The principal acknowledges that strengthening teacher understanding of the AC will be vital in this process.

A collegial engagement plan has been developed and implementation has commenced.

The plan outlines the intended forms of engagement, including classroom observations, walkthroughs, peer observations and modelled lessons. Teachers describe regular

walkthroughs by the principal which include some feedback on practice, in addition to weekly use of Lyn Sharratt's¹ Five Questions for Learning (5Q4L). The principal describes innovative actions taken to provide staff the opportunity to be observed and receive feedback on their teaching. They acknowledge the need to further develop and implement an agreed whole-school observation and feedback process for all teachers and teacher aides in line with school priorities.

Students articulate a strong understanding of the four key behaviour expectations.

A positive recognition system reinforces the behaviour expectations, with students receiving tokens when they display expected behaviours as outlined in the Student Code of Conduct. A school-wide, consistent approach to using the recognition system is being consolidated. Some staff convey the opinion that students are capable of meeting higher expectations regarding behaviour. Some staff express a belief that there are different expectations for student behaviour across the school. They outline a desire to build a more cohesive and consistent approach to managing student behaviour. The principal reflects that there have been ongoing conversations regarding managing behaviour and identifies a plan to consolidate the whole-school approach.

Teachers outline using data to compare student achievement across a range of learning areas.

Most staff discuss regularly viewing the data wall and engaging in professional conversations regarding student progress and achievement. Teachers express curiosity to understand why student achievement in science is significantly higher compared to English and mathematics. The principal outlines that the school is currently conducting an informal cycle of inquiry to further understand this trend. Behaviour data extracted from OneSchool is informally analysed by teachers to inform lessons and the school-wide weekly behaviour focus. Systematic analysis of behaviour data or inquiry cycles to reflect on school behaviour practices are yet to be embedded. The principal outlines the introduction of a spelling data wall and is currently exploring effective ways of gathering data to monitor student learning of this element of literacy. The principal expresses an interest in refining the spelling data wall to provide a more accurate snapshot of students' spelling achievements, strengths and learning needs.

The school has developed a range of comprehensive approaches aimed at understanding student achievement and progress.

The school has developed various data walls aligned to elements of literacy, numeracy and science. These walls reflect students' current Level of Achievement (LOA) to provide a visual summary of learner profiles. In addition, individual 'next steps' derived from the formative and diagnostic assessment tools are documented on each student's data card. For a number of years, the school has worked to refine and curate the data collected to ensure access to reliable and informative data to be used purposefully. The principal describes a priority to shape, monitor and support the EIA, informed by reliable data and school-based

¹ Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynnsharratt.com/>



information. They express a belief that collecting, analysing and interpreting school-wide data regarding student outcomes is key to improving teaching and learning.

Staff are committed to a culture of inclusivity and strive to ensure that all students are provided with every opportunity to succeed.

The principal articulates that quality differentiated teaching and learning is being provided by developing a thorough understanding of every student that is grounded in data and relevant information. Staff indicate that their knowledge of students' individual strengths and needs assists them to effectively plan and cater for all learners. Parents speak highly of the school's willingness to understand and develop learning strategies to ensure students feel included and are achieving success. The principal outlines data that reflects ongoing improvement to students' LOAs across English, mathematics and science. These achievements and academic improvement were recently recognised with a Darling Downs South West (DDSW) Regional Showcase Commendation.



2.2 Key improvement strategies

Strengthen teacher understanding of the AC and unit planning processes to develop locally relevant and engaging curriculum units for students.

Implement the agreed whole-school observation and feedback process for teachers and teacher aides, that is school-specific and in line with school priorities.

Facilitate PD and conversations with staff members to build shared understanding and consistent expectations of the management of student behaviour.

Support staff to collaboratively engage in inquiry cycles to build shared ownership of the strategic direction of the school.