

Chatswood Hills State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Chatswood Hills State School** from **23 to 26 April 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

Bert Barbe	Internal reviewer, SIU (review chair)
Amanda Wicks	Peer reviewer
Tony McGruther	External reviewer



1.2 School context

Location:	Raleigh Street, Springwood
Education region:	South East Region
Year opened:	1983
Year levels:	Prep to Year 6
Enrolment:	630
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1015
Year principal appointed:	2015
Full-time equivalent staff members:	40.21
Significant partner schools:	Springwood State High School, Mabel Park State High School
Significant community partnerships:	Logan Tenpin Bowling, Pizza Capers Springwood, Young Men's Christian Association (YMCA), Apple Education
Significant school programs:	Chatty Literacy Program, Literacy Enhancement Program, MultiLit, Speech Language intervention



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Special Education Services (HOSES), Teaching and Learning coordinator, literacy coach, numeracy coach, technology coach, Support Teacher Literacy and Numeracy (STLaN), guidance officer, 19 classroom teachers, six specialist teachers, Business Manager (BM), two administration officers, four teacher aides, parent liaison officer, tuckshop convenor and four students.

Community and business groups:

- Parents and Citizens Association (P&C) president and nine parents and Helping Hands Outside School Hours Care (OSHC) representative.

Government and departmental representatives:

- Councillor for Logan City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2016-18	Responsible Behaviour Plan
Investing for Success 2018	Strategic Plan 2012-2015
School data plan	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School newsletters and website
School pedagogical framework	School Opinion Survey
School based curriculum, assessment and reporting framework	Headline Indicators (Semester 2, 2017)



2. Executive summary

2.1 Key findings

School leaders and staff members are united, committed and clearly articulate their focus on improved learning outcomes for all students.

Staff members have high expectations for student learning success and work to ensure students are actively engaged in their own learning. Over the last three years, the school improvement priorities identified in the Annual Implementation Plan (AIP) have maintained a whole-school focus on consistent, agreed literacy and numeracy teaching practices.

High levels of trust exist between all staff members.

A strong collaborative and supportive culture is apparent amongst staff members. Staff members support the wellbeing of their colleagues across the school. A willingness of teachers to share and support each other's learning and professional practice is apparent across the school.

The AIP includes targets for consistent quality teaching and feedback practices.

Quality Assurance (QA) processes for curriculum delivery, assessment of learning and reporting occur through cooperative planning, walkthroughs, observations and feedback. School leaders are yet to develop and communicate whole-school explicit, aspirational targets for improvement in student Levels of Achievement (LOA).

The school's pedagogical model reflects 21st century pedagogies.

Teachers report a high degree of clarity regarding the vision for teaching held within the current improvement priorities based on problems of practice informed by data. The same degree of clarity regarding the pedagogical approaches for deeper learning as reflected in the new pedagogical framework is less apparent.

Staff members are exploring high-yield strategies to increase engagement and extend learning experiences for the full range of learning abilities.

Inclusive policies are established to support access for all students to the Bring Your Own Device (BYOD) iPad program. Teachers continue to explore the balance between experiential learning and digital pedagogies to suit the learning intent and needs of students. Students identify their teachers are engaging them in learning. Some teachers articulate there is further work to undertake so as to fully challenge and extend high performing students.



Wellbeing programs are coordinated by the chaplain with some supported by community mentor volunteers.

Behaviour, social emotional and wellbeing data is collected from teacher referral to the Student Needs Action Committee (SNAC). Staff members report an increase in the number of students referred for social emotional and wellbeing support. School leaders identify the areas of personal growth, resilience and social emotional learning as a future focus of the whole-school curriculum.

Parents note the significant progress of the school with respect to communication.

The adoption of digital pedagogies, events to launch emerging priorities, communications from the principal and other school leaders contribute to a highly valued communication strategy for the school. Just-in-time access to class activities and student participation through Seesaw and ClassDojo represent significant contributions to the reputation of the school and its relationship with and understanding of modern family life.



2.2 Key improvement strategies

Develop explicit, aspirational whole-school targets for improvement in student LOAs; communicate these to all stakeholders and monitor progress towards targets over time.

Work collaboratively with staff members, parents and students to develop the pedagogies required to promote the deeper learning espoused by the school.

Develop processes to monitor and assess the effectiveness of high-yield teaching strategies to extend the full range of learners, especially high achieving students.

Collaboratively develop strategies, including tracking, to incorporate social emotional learning and wellbeing within the curriculum and behaviour framework.