

Deebing Heights State School

Executive Summary





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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 **Deebing Heights State School** from **19 to 23 July 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

Darren Marsh	Internal reviewer, SIU (review chair)
Eunice Webb	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Rawlings Road, Deebing Heights
Education region:	Metropolitan Region
Year opened:	2016
Year levels:	Prep to Year 6
Enrolment:	307
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1007
Year principal appointed:	2015
Full-time equivalent staff:	26
Significant partner schools:	Amberley District State School, Bremer State High School, Churchill State School, Ipswich Central State School, Raceview State School, Silkstone State School
Significant community partnerships:	Plenary Schools - Public-Private Partnership (PPP), Camp Australia - Outside School Hours Care (OSHC)
Significant school programs:	Independent Public School (IPS), PPP School



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two support teachers teaching and learning, support teacher inclusive education, Business Manager (BM), Head of Curriculum (HOC), 13 classroom teachers, performing arts/Language Other Than English (LOTE) teacher, Health and Physical Education (HPE) teacher, Workplace Health and Safety committee, Positive Behaviour for Learning (PBL) committee, seven teacher aides, guidance officer, two administration officers, 62 students, 37 parents, Parents and Citizens' Association (P&C) executive, school council chair, facilities supervisor and tuckshop convenor.

Community and business groups:

- OSHC Camp Australia representative and Delta Southern Facilities manager.

Partner schools and other educational providers:

- Principal of Bremer State High School.

Government and departmental representatives:

- Councillor for the City of Ipswich, State Member for Ipswich, Federal Member for Blair and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	School improvement priorities 2018
Investing for Success 2018	Class data profiles
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents
Standards and target 2018	School differentiation plan
School pedagogical framework	Reading/Writing/Numeracy Frameworks
School data schedule	School newsletters and website
Induction program	School Opinion Survey
Whole school curriculum plan Prep – Year 6 OneNote curriculum framework	Organisational structure, portfolios and responsibilities, shared responsibilities
Responsible Behaviour Plan for Students	School calendar



2. Executive summary

2.1 Key findings

The school prides itself on the promotion of setting high expectations for student learning and wellbeing.

All school staff members are committed to the improvement of learning outcomes for students. The united purpose and commitment of the staff to student learning and success are highly apparent.

Parents and families are viewed by school staff members as integral members of the school community and partners in student learning.

A strong staff collegial ethos of mutual trust and support has been established to promote student and staff wellbeing. Staff morale and commitment is high. All staff members demonstrate a clear understanding of the importance of positive and caring relationships to successful learning. They work actively to build partnerships with students and parents.

There is a comprehensive school-based curriculum plan that includes a whole-school overview for each of the learning areas.

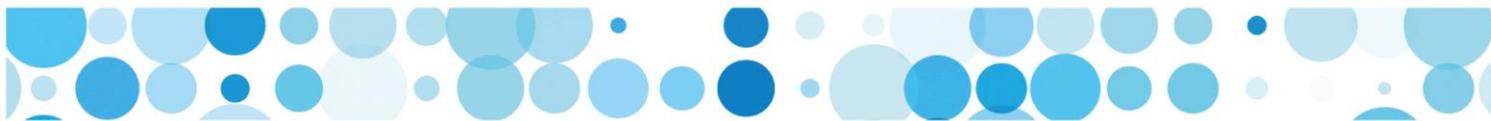
The school has a collaborative approach to curriculum planning that ensures that the school curriculum is aligned to the Australian Curriculum (AC) whilst at the same time being adapted to meet the learning needs of individual students. All teaching staff within their year level groups are responsible for collaborative planning. Quality Assurance (QA) processes are undertaken to support teachers' curriculum planning and assessment.

An Explicit Improvement Agenda (EIA) exists within the school that supports the school's vision.

All staff members are aware of the EIA and express a commitment to the anticipated improvements of student learning outcomes in the priority areas. The EIA is clearly shared throughout the school community in a range of ways. Teacher reference to school-wide targets and standards to measure the success of EIA strategies is developing. Processes to closely monitor the implementation of the school's EIA in terms of student outcomes and progress towards aspirational school targets and standards are emerging.

Development of school processes and programs is a priority for strategic planning as the school grows in enrolments.

The school is a Public-Private Partnership (PPP) school that opened in 2016. The school currently has 307 students enrolled. It is anticipated that enrolments will grow by approximately 100 students per year until capacity of 1000 students is reached. Staff members acknowledge that the school will need to develop its processes to effectively manage the growth in the number of students and families.



The school has a clearly articulated and research-based pedagogical framework.

The school leadership team recognises that highly effective teaching is the key to improving student learning throughout the school and demonstrates personal responsibility for driving improvements in teaching. Some teachers articulate a degree of concern regarding the extensive nature of the documentation. The leadership team acknowledges the need to provide a summarised format of the pedagogical expectations of the school.

A school council has been established, as the school is an Independent Public School (IPS).

The school council is yet to fully develop a strategic role in guiding the school's development and in monitoring its progress against negotiated targets. As part of its strategic role, an opportunity exists for the school council to work with the school leadership team to explore opportunities for the establishment of partnerships with businesses, industries, community groups and tertiary institutions that have the potential to enhance learning and wellbeing outcomes for students and staff members.

The leadership team is united and enthusiastic in developing an expert teaching team to drive the school's improvement agenda.

The leadership team places a high priority on attracting, developing and retaining an expert teaching team in order to improve student outcomes. Teachers speak positively of the collegial ties that exist across all areas of the school. There is an expectation all teachers will be committed to improving their teaching practice.

The school is held in high regard by parents and the wider community.

The school has established partnerships with parents, caregivers and schools in the local cluster for the purpose of improving outcomes for students. Communication with parents by the school is a high priority. The Parents and Citizens Association (P&C) comprises a small, active group of parents who are focused on improving school facilities.



2.2 Key improvement strategies

Maintain the school's sharp and narrow EIA focus; including the regular refinement and communication of achievement targets and standards, evaluation of strategies and timelines for implementation.

Maintain a focus on the 'scale up' of whole-school processes in meeting the ongoing improvement of all students as school enrolment increases.

Develop a summary of the school's pedagogical framework that identifies the school's signature practices.

Work with the school council in its strategic role to explore and develop partnerships external to the school community that have the potential to improve student learning and wellbeing outcomes.