

Petrie 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 Education Improvement Branch (EIB) at **Petrie State School** from **22 to 24 November 2021**.

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

1.1 Review team

Bradley Clark	Internal reviewer, EIB (review chair)
Janine Leach	Peer reviewer
David Manntan	External reviewer



1.2 School context

Location:	Dayboro Road, Petrie	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	561	
Indigenous enrolment percentage:	8.4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	14.4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	37 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	994	
Year principal appointed:	2015 – substantive Term 4, 2021 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Department – Curriculum (HOD-C), Head of Inclusion (HOI), guidance officer, four Inclusion Support Hub (ISH) teachers, 25 teachers, 11 teacher aides, Parents and Citizens' Association (P&C) president, tuckshop convenor, playgroup coordinator, school chaplain, 34 students and 30 parents.

Community and business groups:

- North Pine Anglican Church

Partner schools and other educational providers:

- Happy Hearts Child Care Centre and Kindergarten.

Government and departmental representatives:

- Councillor for Moreton Bay Regional Council, State Member for Kurwongbah and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
School budget overview	Headline Indicators (October 2020 release)
OneSchool	Curriculum planning documents
School pedagogical framework	Wellbeing Action Plan 2021
School Opinion Survey	Student Code of Conduct
School newsletters, Facebook and website	School based curriculum, assessment and reporting framework
School data plan	



2. Executive summary

2.1 Key findings

The school mascot of ‘POLY the Parrot’ is a popular feature of the school.

A Positive Behaviour for Learning (PBL) initiative was developed from the four school rules regarding respect for *‘Property, Others, Learning and Yourself’* (POLY). The school has a positive behaviour recognition system, referred to as POLY eggs. Students are recognised for demonstrating expected behaviours through a reward with a POLY egg that is placed in a tube corresponding to the four school rules in the hall. A whole-school reward is given each time one of the tubes is filled with POLY eggs. Students and parents express enthusiasm for this reward system and POLY the Parrot.

School leaders and support staff outline the belief that with the appropriate support, all students are able to succeed.

Staff members discuss a deliberate strategic focus to enhance a culture of inclusion that has led to the redevelopment of how support staff, the leadership team and classroom teachers work collaboratively. The principal and Head of Inclusion (HOI) participate in a Community of Practice (CoP) with other school leaders in the local area to develop a deeper understanding of inclusive approaches and the vision for inclusion. Within the school, teaching staff identify that understanding the impact on their classroom practice, resulting from implementing the school’s vision of inclusion, is emerging.

Staff members clearly identify a desire to understand, embed and consolidate whole-school approaches.

School leaders identify there has been a range of Explicit Improvement Agenda (EIA) actions, expectations and approaches initiated in the past year and acknowledge many changes to the way the improvement agenda is enacted. Teachers detail changes to the way case management, walkthroughs, Professional Growth Conversations (PGC) and data conversations are conducted. Some staff members indicate that expected pedagogical approaches and whole-school programs have undergone change, and that they are building confidence to implement these practices consistently. Teachers and school leaders articulate a plan to consolidate whole-school approaches before implementing new initiatives.

Teachers express a willingness to refine their pedagogy to ensure a further aligned approach.

Teachers articulate the belief that greater cohesion and implementation of evidence-based teaching approaches will enhance continuity of learning for students and greater collegiality for staff members. Staff members describe a range of understanding, experience in, and use of a range of pedagogical approaches. Staff members recognise a need to develop greater consistency of teaching approaches and high-yield pedagogical practices across the school. Some teachers express an openness to receiving further observational feedback and engaging in coaching and mentoring to improve their pedagogy.

**Staff identify a willingness to proactively and collectively enhance school culture.**

Staff members articulate a perspective that alignment of beliefs, approaches and ownership of the strategic direction of the school is developing. Many teachers indicate a desire to have consistency of practice and communicated priorities. The leadership team identifies that a culture of mutual trust, respect and collegiality will better enable the school to make significant further progress regarding implementing an EIA.

The school is continuing a significant learning journey of embedding inclusive practices.

The school has restructured the model of supporting students in their learning from a predominantly withdrawal model for specialised support lessons, to an in-class support provision from an Inclusion Support Hub (ISH) teacher or teacher aide. The HOI leads this agenda. The HOI has implemented an action plan to establish an ISH and used the inquiry cycle with teachers and leaders to develop the current approach to inclusion for all students so that every student is succeeding. Classroom teachers and ISH teachers discuss the desire to build inclusive classrooms that utilise a range of strategies including co-teaching, to maximise the opportunity to cater for all students. Some teachers and ISH staff discuss the alignment between timetabling and allocation of ISH staff to classrooms to support an inclusive classroom philosophy is an emerging area of development.

Staff express a desire to have an even sharper and deeper focus for the school.

The school's implementation plan identifies five key concepts that underpin the school improvement agenda. Staff members articulate the importance of all leaders having a united, consistent and positive approach to leading the school improvement agenda. Staff understanding and ownership of the actions connected to the school improvement concepts are yet to be consolidated. Many staff members express the desire for further clarity, consistency and support for professional growth from all school leaders to advance school priorities. The leadership team identifies that consolidation and communication of the roles, responsibilities and accountabilities of school leaders will build a more cohesive approach to implementing the EIA.

The leadership team maintains strong, positive relationships with various local community enterprises.

Local businesses provide support for lunch clubs, excursions and the garden club. Staff actively engage with students and families in discos, 'fun days', Bunnings sausage sizzles, dress up days and the Under 8s day expo. The expo is attended by staff and students from local childcare centres, police, fire officers, North Pine Anglican Church volunteers, Youth and Family Association (YAFA), Police-Citizens Youth Club (PCYC), local library staff and the school mascot – POLY the Parrot.



The principal shares a commitment to building the capability of all staff to promote improved outcomes for all students.

School leaders acknowledge that capability building is central to the school's EIA. A range of strategies is used to enact this commitment. The strategies include collaboration release time, planned PGCs, Professional Development (PD) goals linked to performance development plans and the 'Pinching' Schedule for classroom visits, developed by the teaching and learning team, to watch others work. Class teachers express appreciation to be able to engage in the Pinching process to collaboratively share strategies regarding classroom practice.



2.2 Key improvement strategies

Develop, implement, sustain and monitor an EIA that focuses on improving learning and wellbeing outcomes for all students.

Collaboratively define and identify the key evidence-based pedagogical approaches and implement these agreed practices with consistency to improve teaching and learning.

Engage all staff members in a collaborative process of renewal to redefine a culture of mutual trust, respect and collegiality.

Collaboratively develop, communicate and implement the school's vision of inclusive practices and align school systems and processes with the vision.

Identify and align the leadership team and staff members' accountabilities to build a cohesive and comprehensive approach to implement, support and quality assure school priorities.