



School Improvement Unit Report

Crow's Nest State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Crow's Nest State School from 25 to 27 August 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Littleton St, Crow's Nest
Education region:	Darling Downs South West
The school opened in:	1887
Year levels:	Prep to Year 10
Current school enrolment:	320
Indigenous enrolments:	5 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	971
Year principal appointed:	2008
Number of teachers:	26
Nearby schools:	Geham State School, Haden State School, Goombungee State School, Highfields State Secondary College
Significant community partnerships:	Kookaburra Kids Choir- Crow's Nest Arts Council, "Art from the Heart" exhibition, Community work placements
Unique school programs:	Award Scheme Development Accreditation Network (ASDAN), Increasing Activity and Intelligent Minds (iAIM), <i>MultiLit</i> and <i>MiniLit</i> support programs



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, Deputy Principal
 - Head of Department - Secondary and Cluster Head of Special Education Services (HOSES)
 - Support Teaching Literacy and Numeracy (STLaN)
 - Nineteen teachers, supply teacher, eight teacher aides
 - Business Services Manager and two administration officers
 - Ten students from Year 6 and three students from Year 10
 - Principal of Toowoomba State High School
 - School Chaplain
 - The office of the state member for Nanango, Mrs Deborah Frecklington
 - Crow's Nest Community Childcare teacher
 - Parents and Citizens' Association (P&C) president, secretary and four parents

1.4 Review team

Hugh Goodfellow	Internal Reviewer, SIU (review chair)
Tom Robertson	External Reviewer
Julie-Anne McCullough	Peer Reviewer



2. Executive summary

2.1 Key findings

- There is documented school planning that outlines priorities, targets and some strategies for the explicit improvement agenda.

School strategic planning is a shared responsibility within the leadership team. There is an expressed commitment to improvement from staff. Some aspects of the existing improvement agenda are not clearly communicated or widely implemented as a whole school.

- School initiatives, learning resources and programs are not always aligned, and therefore impact on the continuity of practice across the school.

A broad suite of programs have been selected and implemented over time. A recent systemic whole-school program of review has not occurred.

- The school has a positive learning environment and student attendance and behaviour are priorities.

The school has bright and vibrant classrooms, providing a foundation for support and encouragement of learning. Positive Behaviour for Learning (PB4L) is operational in the school where positive behaviours are rewarded and level systems introduced. Overall attendance has improved in response to school initiatives.

- A pedagogical framework exists but the school is yet to embed agreed teaching protocols through the school.

Teachers' pedagogical choices are largely based on individual experience. There are limited mechanisms in place to support teachers to develop whole-school or cross year level collaboration.

- The school gathers a range of student learning data which is beginning to inform class practice and student improvement more widely.

Data is sometimes presented to staff for information and the triangulation of data has occurred. Data literacy of staff and the use of data to reflect on teaching practices and school processes are yet to develop fully.

- The school actively participates in a number of significant community events to enhance the status and the profile of the school.

Staff and students are generally satisfied with the school. There are linkages to other institutions to support student transitions at key junctures. A new, alternative secondary education option has increased choice for parents.



2.2 Key improvement strategies

- Narrow the focus of the improvement agenda to support deep, school-wide implementation of agreed strategies based on systemic and school data to improve student educational outcomes.
- Ensure implementation of school improvement priorities are supported with the strategic allocation of human and financial resources, accompanied by timelines.
- Develop a strategic model of data analysis so that evidence-based decisions frame all operations of the school improvement agenda and inform teaching and learning processes.
- Ensure consistency of programs and pedagogical practices, aligned to regional frameworks and strategies to support school priorities.
- Build a culture of professional review through collegial conversations, observations of classroom teaching and feedback to unite staff commitment to consistent, school-wide teaching and learning practices.
- Identify and communicate key priorities, achievements and positive school aspects to enhance community partnerships and confidence in the education provided by the school.