

Stanthorpe State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Stanthorpe State School** from **26 to 28 April 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Keith Graham	Internal Reviewer, SRR (review chair)
Kirsten Clements	Peer Reviewer
Judi Hanke	External Reviewer

1.3 Contributing stakeholders

Consultation



Total of 130 interviews



10 community members
and stakeholders



30 school staff



68 students



22 parents and carers

1.4 School context

Indigenous land name:	Our area was more of a meeting place, including the Kambuwal, Jukambal, Kwiambal, Ngarabal, Bundjalung and Gidabal people who are all known to have been in the area. To remain respectful to all, we use a generic acknowledgement and acknowledge all the traditional owners. We pay our respects to all the traditional custodians of the land, Elders, past and present, and the Aboriginal and Torres Strait Islands Elders of other communities who may live here.
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	264
Indigenous enrolment percentage:	13.9%
Students with disability percentage:	14.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	958

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **26 to 28 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 954 and the school enrolment was 283 with an Indigenous enrolment of 11% and a student with disability enrolment of 8%.

The key improvement strategies recommended in the review are listed below.

- Work with teachers to embed the agreed non-negotiable practices relating to the improvement priorities, what this looks like in their classrooms and monitor implementation to ensure consistency of practice. (Domain 1)
- Intentionally develop formal opportunities for teachers to develop their data literacy skills to support teacher ownership of student achievement data. (Domain 2)
- Build upon the observation, coaching and feedback culture, involving all staff, to provide timely support and advice on classroom pedagogical practices to ensure consistent application of the signature pedagogy to all teaching. (Domain 8)
- Build teacher capability to implement effective and appropriate differentiation strategies and adjustments when collaboratively planning and constructing learning experiences that are accessible, engaging and challenging for all students. (Domain 6)

- Collaboratively develop a whole-school student feedback model with clear expectations in providing effective, regular and timely feedback to students, to make clear what actions individuals can take to further learning progress. (Domain 8)

2. Executive summary

2.1 Key affirmations

Students and staff are proud of their school.

Staff describe the school as a calm and welcoming place with wonderful students. They speak positively of the pride they have in their school and students. Students enthusiastically describe their learning environments and speak of their school with a strong sense of pride. Parents, teachers and students speak highly of the school and the positive learning culture it promotes. Many staff and families have generational connections to the school. Staff share a common sense of optimism about the future and of the work they do to support all students.

Teacher speak of a high level of collegiality and teamwork.

Staff communicate positively regarding their colleagues and speak of the professional and personal support they provide. They articulate how the approachability, professionalism and support of their leaders and colleagues provide a positive work culture which greatly adds to their work satisfaction and enjoyment. Staff value working at the school, the leadership team and their colleagues and speak of a strong collegial spirit throughout the school. Members of staff describe a happy and optimistic feel to their workplace.

Learning environments are well-presented, maintained and resourced.

Teachers express appreciation for their large and refurbished classrooms and associated furniture which allows for flexible teaching practices and student groupings. The buildings have maintained some historical architecture incorporating a bell tower, well-kept grounds and various playground facilities. Students speak highly of their learning environments which are bright, attractive and well maintained. Staff convey how the resources within the school add positively to their work commitment.

A student-centred approach to learning is established.

A team of enthusiastic and dedicated leaders, teachers and teacher aides share responsibility for student learning, and a commitment to the belief that every student will achieve success in their learning. Staff display a supportive team approach to the delivery of teaching at a cohort level, and all staff contribute to the development of a culture of student improvement. Staff speak with passion about the successes they have with student progress in their classroom, and express an ongoing commitment to continue to learn and to provide the best educational opportunities to their community.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop a narrow school improvement focus to align classroom practice and school direction and provide clarity of student outcome improvement intent to staff and community.

Domain 3: A culture that promotes learning

Collaboratively develop a whole-school staff wellbeing plan to continue to build positive morale, and enhance team and social work relationships.

Domain 5: An expert teaching team

Develop a collegial engagement framework to facilitate a systematic approach to the provision of teacher feedback by leaders to further enhance teacher capability to deliver key priorities.

Domain 6: Systematic curriculum delivery

Systematically enact Quality Assurance (QA) processes to monitor alignment and enactment of the Australian Curriculum (AC) and ensure the intended curriculum is the enacted curriculum.

Domain 7: Differentiated teaching and learning

Collaboratively develop a vision and plan for inclusive practices to create a common understanding and consistent approach which supports success for the full range of learners including high-achieving students.