Mount Cotton State School

School Review Report

Education Improvement Branch

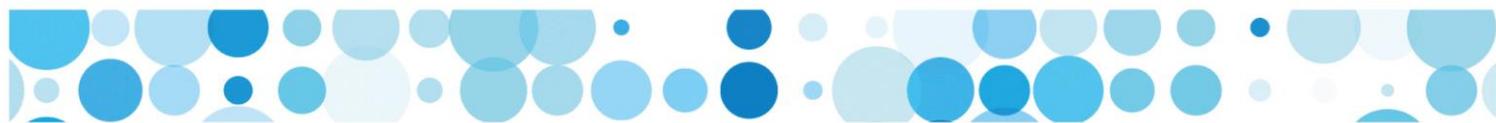Queensland Government
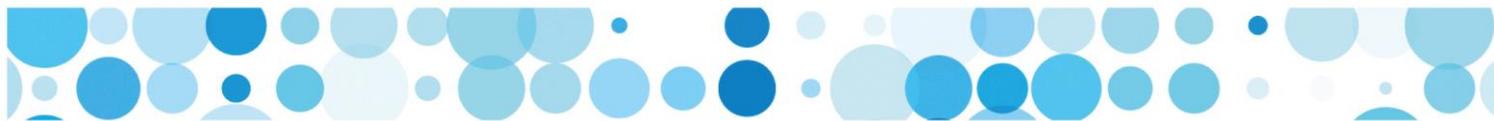
Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mount Cotton State School** from **20** to **22 October 2020.**

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

Scott Curtis	Internal reviewer, EIB (review chair)
Glenn Forbes	Peer reviewer
Clare Grant	External reviewer

1.2 School context

Location:	Mount Cotton Road, Mount Cotton
Education region:	South East Region
Year levels:	Prep to 6
Enrolment:	600
Indigenous enrolment percentage:	2.3 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 5.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 16.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1036
Year principal appointed:	2016
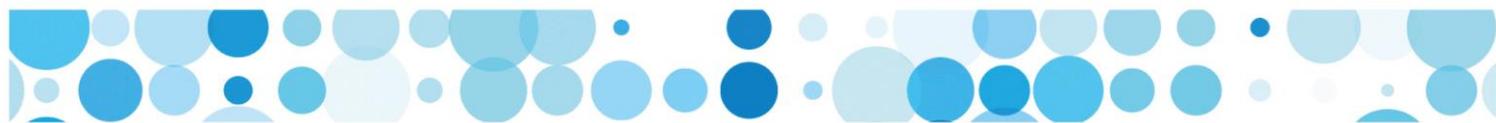
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), two administration officers, 24 teachers, 11 teacher aides, school chaplain, tuckshop convenor, 57 students and 18 parents.

Community and business groups:

- Mount Cotton Parents and Citizens' Association (P&C) and Helping Hands Network Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Cleveland District State High School principal and Ormiston State School principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Opinion Survey
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional Development Plan 2020	Curriculum planning documents
School improvement targets	School newsletters and website
Mount Cotton Method	School data plan
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting plan

2. Executive summary

2.1 Key findings

The tone of the school radiates the school values and expectations of *'Respect, Responsibility and Resilience'*.

Expectations are reflected in the respectful relationships between staff and students, the strong focus on delivering student-centered approaches, using data to inform practice with student data at the forefront of all discussions and inquiry cycles, and a committed team. The principal, leadership team and entire staff share the collective vision *'To Grow Clever, Creative and Caring Individuals'*.

Many classrooms demonstrate that students are engaged in their learning and are 'hungry for success'.

Students are able to discuss learning intentions and are aware of the established success criteria. They know what they have to do and are used to providing feedback in a range of ways to show their level of understanding. Students in the 1:1 iPad classes are encouraged to expand their use of apps and to follow links to enhance their knowledge and creative ways to demonstrate what they know and are able to do.

The 2020 Explicit Improvement Agenda (EIA) is specifically focused on writing and feedback and is detailed through the Annual Implementation Plan (AIP).

Staff are able to articulate with confidence the work currently being undertaken to develop a shared and consistent understanding of the teaching of writing and student feedback expectations and strategies. Some staff articulate the need to stay the course, and some staff express a desire to move onto new priority areas. Staff understanding of school priority implementation timelines and success indicators to determine when the EIA is achieved varies. Systems to detail and communicate the required strategies and milestones that determine the progression to the next EIA are yet to be refined.

A coherent, sequenced plan for curriculum delivery is developed and aligned to the school's pedagogical practices.

Teaching staff are committed to the process of implementing the Australian Curriculum (AC) through adjusting and adapting the Curriculum into the Classroom (C2C) units and delivering engaging learning experiences for students. General capabilities are represented in bands and highlighted on a rubric aligned to content descriptors. Some teachers are yet to clearly articulate how the general capabilities and cross-curriculum priorities inform their understanding of the AC, or how these dimensions influence content delivery, student knowledge, skills, behaviours and dispositions.

The appointment of the position of Head of Special Education Services (HOSES) has provided the school with an opportunity to further focus on an inclusive education journey.

There is an emerging belief within the school community that all students are able to access and fully participate in learning alongside their similar-aged peers. Staff members have recently mapped their progress using the 'Signposts for school improvement – Inclusive education' tool. It is acknowledged that there is a need to continue to monitor this progress and to gauge the impact of support provisions on learning outcomes for all students. Some teachers comment that they would like to build deeper knowledge of ways to make adjustments to the classroom program that suit a wide range of student needs.

The leadership team and teaching staff articulate the importance of reliable student data as essential to improvement in student learning.

The leadership team is supporting class teachers with a number of collaborative opportunities involving data discussions, analysis and the next steps for student learning. Opportunities occur through committee structures, whole of staff discussions and professional learning events. Staff are appreciative of these opportunities and some staff articulate a desire to continue to enhance their data literacy capability.

Positive and caring relationships between students, staff and parents are an intrinsic feature of this welcoming school environment.

Staff focus on developing positive and caring relationships across the school community. A strong sense of belonging and pride exists, with parents consistently articulating that staff members are welcoming, approachable, supportive and exhibit great care and concern for all students. The leadership team is driving the school's expectation that every student is able to learn and achieve.

Student learning goals are aligned to school priorities.

Students clearly articulate their learning goals and what they need to undertake to achieve the next steps in their learning. Teachers support and speak highly of goal setting for students. Some teachers identify the link between goals, the Guide to Making Judgements (GTMJ) and achievement standards. Teachers have rewritten GTMJs in student-friendly language to reflect 'I can' statements for students.

Parents are viewed as key partners in their child's education.

A Parent and Community Engagement (PaCE) framework documents and defines the way the school communicates with parents, outlines how partnerships are formed with parents, discusses community collaboration, describes decision-making opportunities and school culture. Parents discuss the positive relationships that exist with all staff members. Parents comment that school leaders are committed to the school and are highly visible within the community.
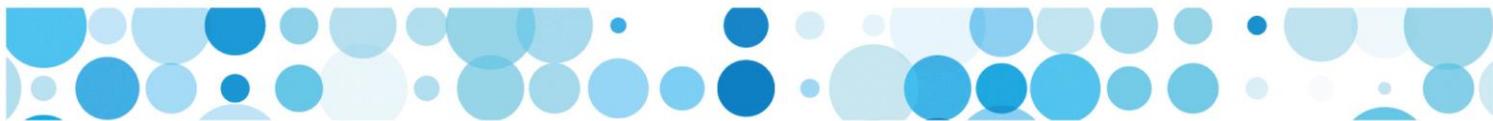
2.2 Key improvement strategies

Refine school systems to detail and communicate the required strategies and milestones that determine the progression to the next EIA.

Consolidate curriculum learning opportunities to further support teacher understanding of how general capabilities and cross-curriculum priorities influence student knowledge, skills, behaviours and dispositions.

Strengthen the capability of all staff to collaboratively design and embed adjustments within the class program to address the diverse learning needs of all students.

Enhance learning opportunities to develop data literacy skills to support the deepening of understanding of analysis and implications for teaching for staff, based upon experience and timeliness within the school.
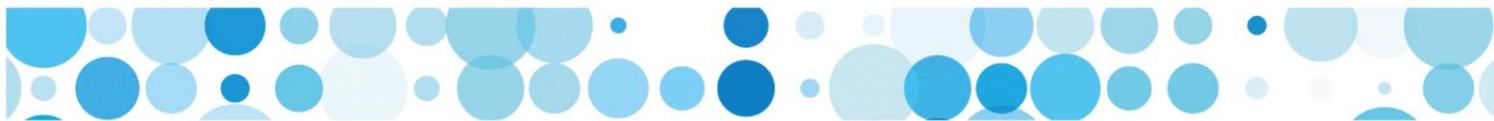
3. Snapshot of previous school review

The last review carried out at the school was conducted from **9** to **13 June 2016**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2016 review was identified as 1039 and the school enrolment was 626 with an Indigenous enrolment of 1 per cent and a student with disability enrolment of 4 per cent.

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

- Monitor the implementation of all elements of the EIA to ensure that agreed strategies are being implemented with consistency across the school.

- Use the expertise of the leadership team to develop a formal classroom observation and feedback culture involving all teachers to provide support and advice on classroom practice in the priority areas and in areas for individual development.

- Provide regular opportunities for all teachers to be involved in peer coaching and mentoring processes within and beyond the school.

- Provide opportunities for the teachers to collaboratively plan and review curriculum units, with the support of the Head of Curriculum (HOC) and their colleagues, to ensure there is a consistency of curriculum planning, assessment and moderation across all year levels.

- Further engage teachers with the various elements of the school's pedagogical framework to ensure it is embedded in curriculum planning and teacher practice.
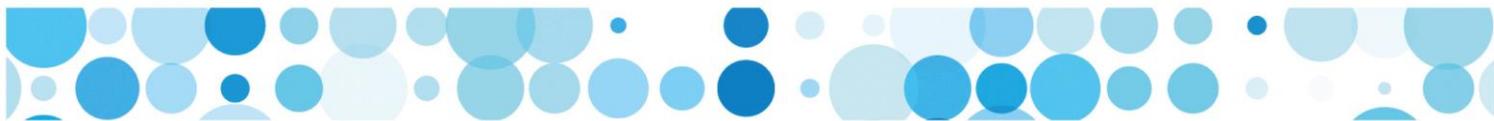
4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The principal, leadership team and entire staff share the collective vision *'To Grow Clever, Creative and Caring Individuals'*. The school vision is continually enacted through the statement of purpose *'Every Student Counts, Every Staff Member Counts, Every Minute Counts and Mt Cotton Counts'*. The school leadership team is united and committed to driving a strong and aligned improvement agenda across the school, with evidence from research and measurable student outcomes.

The tone of the school radiates the school values and expectations of *'Respect, Responsibility and Resilience'*. These expectations are apparent through respectful relationships between staff and students, the strong focus on delivering student-centered approaches, using data to inform practice with student data at the forefront of all discussions and inquiry cycles, and a committed team.

The School Strategic Plan (SSP) 2017–2020 identifies 'new' and 'continuing' strategies detailed using the National School Improvement Tool (NSIT) headings as organisers. Sample strategies include the development of a mathematics framework, broadening reading data collection, developing a student positive culture program, developing a formal observation and feedback culture, developing consistency regarding student goal development, and providing detailed and timely feedback to students. Each strategy has a timeline. Through artefacts, school systems and staff conversations, strategies associated with the priorities are apparent across the school.

The 2020 EIA is specifically focused on writing and feedback, and is detailed through the AIP. Staff are able to articulate with confidence the work currently being undertaken to develop a shared and consistent understanding of Sheena Cameron's[1] strategies detailed in 'The Writing Book', in addition to school expectation and practices regarding student feedback. The EIAs have stated actions, aligned targets, timelines and the responsible officer detailed in the AIP.

Staff speak with variability regarding their understanding of EIA implementation timelines and success indicators. Some staff articulate the need to stay the course and embed current and past priorities. Some staff express a desire to move onto new priority areas. The school is yet to develop systems that detail and communicate the required strategies and milestones that determine the progression to the next EIA.

The EIA is established by the school leadership team through the analysis of National Assessment Program – Literacy and Numeracy (NAPLAN), Levels of Achievement (LOA), School Opinion Survey (SOS) data, in conjunction with a number of school-based survey

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[1] Cameron, S., & Dempsey, L. (2013). *The writing book: A practical guide for teachers*. Auckland, New Zealand: S & L Publishing.
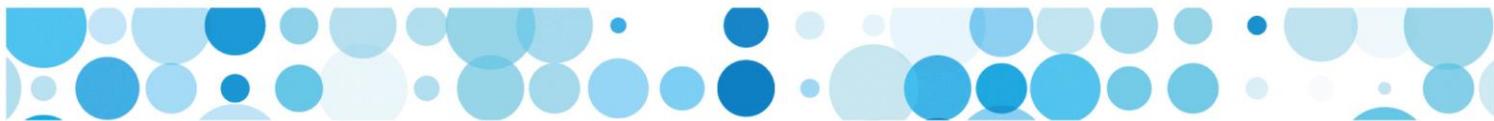
and data collection tools. Trends and historical patterns are considered as part of this process. The leadership team and staff articulate their involvement in EIA direction setting through meeting structures and local staff feedback mechanisms. Aspects of school improvement are consistently promoted on assembly, through staff and school newsletters, in addition to the school Facebook page. Staff speak with confidence regarding the level of effective communication as a driver to high expectation.

Efforts are made to understand current student achievement levels, and how achievement levels have changed over time for all students. This occurs through the analysis of LOA, reading and writing data. Through the work of Sharratt & Fullan's[2] 'Putting faces on the data', the school has established a writing data wall. Data represented for each student includes tracking of writing LOA.

A statement of roles and responsibilities for the leadership team is published and known by staff. This statement details the responsibilities members of the leadership team undertake relating to student management, projects, human resourcing, community engagement, committee membership, curriculum and operations. The document aligns expectations for each staff member. Staff are aware of the relevant leadership team member to approach when required.

School targets and measures aligned with the EIA are detailed through the 2020 School Improvement Targets. Targets are articulated referencing attendance, behaviour, LOA – writing and reading, SOS and NAPLAN. Some staff reference these targets. The monitoring of progress towards targets to evaluate their effectiveness in producing desired improvements in student learning and performance is systematically occurring through school meeting structures with constant discussion and review.

The Investing for Success (I4S) agreement for 2020 articulates an alignment to the school EIA priorities. This funding is supporting staff employment to support student extension and staff coaching, the provision for collaborative planning time, supporting the use of Professional Learning Teams (PLT), targeted intervention and digital resourcing.

Through the Professional Development (PD) Plan 2020, a schedule of staff professional learning aspirations summarising staff goals is established and demonstrates an alignment to the school EIA priorities in addition to systemic requirements.

Across the school, there are a number of opportunities for staff to contribute to the direction of the school, data analysis, professional learning and collegial networking. Sitting outside the whole of staff meeting opportunity, staff engage with PLT meetings, Team IQ meetings, cohort meetings, case management meetings and the every student counts teams aligned to inclusion, Indigenous students and wellbeing. Teams comprise a range of staff across year levels. These meetings are intended to provide opportunities to share ideas and raise concerns to administration members, in addition to providing a forum for the development of

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[2] Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin.
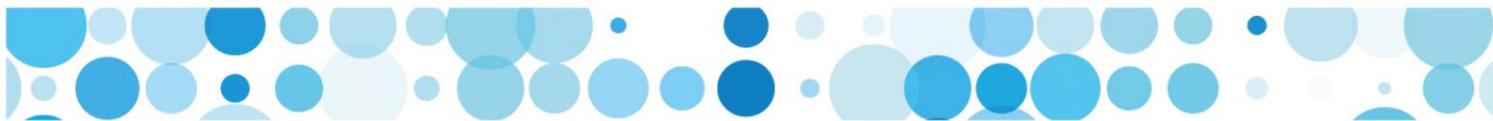
procedure and policy, and enactment of school priorities. Alignment of these meetings and agendas to the EIA is apparent.

Staff members are united in their commitment to continual improvement in the school. They are dedicated and work together to identify opportunities to improve the learning outcomes of students. There is a belief that student-centred approaches supported through data sets, aligned with the ongoing professional learning, collegial networking and professional support will provide a solid platform to collaboratively address barriers to successful learning for all students.

Improvement strategies

Refine school systems to detail and communicate the required strategies and milestones that determine the progression to the next EIA.
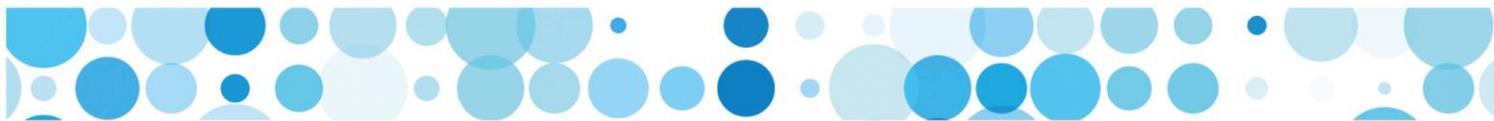
4.2 Analysis and discussion of data

Findings

The leadership team and teaching staff articulate the importance of reliable student data as essential to improvement in student learning. The school has identified and is able to demonstrate, through the implementation of a student data wall, assessment and student management approaches, the starting points for improvement and monitoring of student progress over time.

Priority is given to the school-wide analysis and discussion of collected data regarding student outcomes, including academic, behaviour and attendance. Data analysis includes overall school performance in addition to the performances of year levels and individual students. The school utilises regional reading benchmark data to support student tracking, intervention and monitoring of progress. Writing data is displayed on a data wall. Teaching staff articulate that student data is pivotal within student support plans, team collaborations, in planning, and as a means of supporting the strategic direction setting with school targets.

A documented school data plan is established. The plan details the school diagnostic and assessment schedule for each year level. The schedule outlines the learning area focus, timing, the responsible staff for data collection and the purpose. School improvement targets are detailed. Data collection tools include Early Start literacy and numeracy, PM Benchmarking, Words Their Way, Informal Prose Inventory (IPI), PAT-R, PAT-M and PAT-SPG.

The leadership team is supporting class teachers with a number of collaborative opportunities involving data discussions, analysis and the next steps for student learning. Opportunities occur through committee structures, whole of staff discussions and professional learning events. Staff are appreciative of these opportunities. Some staff with varying experience and timeliness within the school articulate a desire to continue to deepen their data literacy capability.

Twice a term, staff are involved in a student case management approach in multi-year level teams. With leadership team direction regarding a whole of school focus, class teachers identify a student with a focus for improvement. The teacher will present the student data in conjunction with the detail of learning episodes attempted. Collaborative discussions are undertaken and strategies examined. A cycle of teaching is implemented with a follow-up review. Teachers articulate that the opportunities within this collaborative case management approach enable shared understanding and a transference of teaching strategies to the wider group of students.

A further opportunity exists through the Team IQ approach. Each term, the leadership team provides direction regarding a whole of school focus aligned to the school EIA and other priority strategies. Year level teams and specialist teachers within the focus area undertake a pre-assessment of students to identify strengths and gaps within content knowledge aligned to their current curriculum content and associated GTMJs. Focused teaching episodes are delivered with some year levels streaming students based upon content knowledge. Using the summative assessment task, a comparison is made between pre- and

post-assessments. Teachers articulate that they highly value the Team IQ approach as it supports a differentiated approach of content delivery based upon student needs. They further comment that the pre-testing component assists with the focused delivery of teaching episodes aligned to student needs.

A data wall is established to provide visual representation of each student's achievement in writing. Each semester, students are placed against their year level with a coloured dot indicating LOA. The data wall is used within the case management and Team IQ approach to facilitate discussions and to support the monitoring of students.

PLTs for literacy and numeracy are established. Meeting twice a term, the PLTs support the EIA and other school priorities through collaborative discussions and understandings, data analysis, budget expenditure, and the collecting and sharing of ideas supporting the teaching and learning process. Data analysis and discussion are key features of the PLT process and are an example of how data is utilised within the school to support the improvement agenda.

Student data is utilised for the school's Learning Enhancement Team (LET) process. Data is a key driver to identify students requiring support and extension and is utilised within the student monitoring process. Students identified as requiring additional support through the HOSES, Support Teacher Literacy and Numeracy (STLaN), guidance officer, Speech Language Pathologist (SLP) and Altitude Pioneer are monitored through a range of data sets.

Teaching staff express appreciation regarding the multiple and varied opportunities to engage with individual, cohort and whole of school data. Some teachers express a desire for closer monitoring of priority groups' achievement data to ascertain the impact their teaching and learning supports are having.

Staff members and parents identify student behaviour as an area of strength for the school, with few incidents recorded. Staff use OneSchool to record student behaviour data. Student behaviour data is analysed through the 'Every Student Counts Committee – Staff and Student Wellbeing', in conjunction with staff meetings to determine where 'at risk' behaviour is occurring and formulate strategies and responses to address these behaviours. Attendance data is monitored and followed up where necessary.

Whole-school data is analysed by the leadership team and shared through school meeting structures and with the school community through newsletters, Facebook and P&C meetings. A key feature at the commencement of the school year is the deliberate sharing and understanding of a range of data sets aligned to school priorities and targets.

72 transition statements were received equating to 97.2 per cent of the students enrolling in Prep in 2020. Transition statements are utilised to inform staff of any potential vulnerabilities prior to entering Prep. The use of transition statements is supported through the school orientation to Prep process to assist in early identification. Early Start data is supporting the identification and mapping of students to inform interventions.
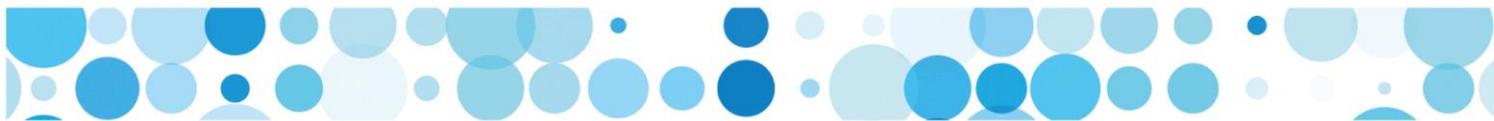
Students identified with disability are tracked and monitored by the class teacher and supported by the Special Education Program (SEP) team. Whole of school systems through planning, differentiation and data discussions are supporting the monitoring of students against their peers.

NAPLAN 2019 data indicates that in the school priority area of writing, Mean Scale Score (MSS) achievement is similar to Similar Queensland State Schools (SQSS) in Year 3 and Year 5.

2019 NAPLAN data indicates that in the school priority area of writing, Upper Two Bands (U2B) achievement is below SQSS in Year 3 and Year 5.

Improvement strategies

Enhance learning opportunities to develop data literacy skills to support the deepening of understanding of analysis and implications for teaching for staff, based upon experience and timeliness within the school.

Investigate opportunities to undertake heightened monitoring of school priority group student achievement, supporting staff based upon experience and timeliness within the school.

4.3 A culture that promotes learning

Findings

Positive and caring relationships between students, staff and parents are an intrinsic feature of this welcoming school environment. Staff focus on developing positive and caring relationships across the school community. A strong sense of belonging and pride exists with parents consistently articulating that staff members are welcoming, approachable, supportive and exhibit great care and concern for all students.

The school leadership team is driving the school's expectation that every student is able to learn and achieve. This expectation is articulated by parents, staff and students. The school statement of purpose – '*Every Student Counts, Every Staff Member Counts, Every Minute Counts and Mt Cotton Counts'*, is apparent through interactions, systems and processes that are all geared towards a safe, respectful, and inclusive school.

Staff members speak highly of the collegial support and efforts made by members of the leadership team, along with colleagues, to facilitate a supportive, trusting, united and committed team that articulates a strong sense of belonging.

Parents and families are viewed as integral members of the school community and are offered opportunities to be involved in a range of events designed to enhance their understanding of their child's education and to celebrate their successes. These include formal and informal parent teacher interviews, information nights, weekly assemblies, online celebrations and annual award events.

The school has a Responsible Behaviour Plan for Students (RBPS) that outlines a process for facilitating positive behaviours, preventing problem behaviours and responding to inappropriate behaviour. The RBPS details the expectations aligned to the school values across learning and play spaces of the school. A key component of this program is the 'Step Chart' that details for staff the response and referral processes to be utilised within and external to the classrooms.

The RBPS was collaboratively reviewed in 2018 and the school is currently undertaking the development of the Student Code of Conduct. The current RBPS incorporates effective and innovative positive reward systems for acknowledging student behavior that are both intrinsically motivated and extrinsically rewarded. Sample systems and processes include assembly awards, 'Gotchas', peer support programs, 'Great Mates' lunchtime opportunities, buddy bench, high five response, and recognition postcards sent home. Students are aware of school expectations and express the belief that the 3C's of *'Clever, Creative and Caring'*, in conjunction with the 3R's *of 'Respect, Resilience and Responsibility'* describe their school.

Student wellbeing is viewed as a crucial component of success and this is supported through the four 'Every Student Counts' committees. One committee has a focus on staff and student wellbeing. This committee details two frameworks of student and staff wellbeing through a three-tier approach of programs, strategies or actions for supporting student and staff wellbeing. Components of the student wellbeing framework include the focus on the You Can Do It! (YCDI) program with a supporting detailed teaching overview in conjunction with

the Zones of Regulation. Staff surveys, actioning planning and communication are key and crucial features for this committee. Staff members identify the value of staff and student wellbeing and support the ongoing implementation of the actions plans.

Staff are supporting a curriculum that is localised to the school context, meets student needs, places students at the forefront of decisions, and promotes a whole of school culture of inquiry, independent learning and intellectual rigour. The leadership team embraces a number of opportunities through the deliberate focus of supporting staff learning and collaborative opportunities. Opportunities include student case management, the collective Team IQ approach, PLTs and the use of the 'Altitude' enrichment program. The school has processes established to facilitate the review of these programs and forums. Staff express their appreciation of the opportunities these collaborative meetings provide and support the continual reviewing and identification of new innovative approaches.

Cultural diversity is embraced and celebrated throughout the school. Acknowledgements, perspectives and celebrations include National Aborigines and Islanders Day Observance Committee (NAIDOC), Acknowledgement of Country and Indigenous perspectives considered during curriculum planning opportunities.

Strategies and targets are established to promote full school attendance. Attendance data is shared across the school and community, discussed on assembly, and celebrated. The message of attendance through the school's vision that *'Every Minute Counts'* is continually reinforced. OneSchool indicates the 2020 school attendance rate for all students at the time of the review is 93.5 per cent with 6.4 per cent of students attending less than 85 per cent of school days. The school attendance target is 95 per cent.

Through the AIP, a number of strategies include a focus on building productive and sustained relationships with students, parents and the local community. Parents speak positively of the caring relationship between teachers and their child and the open communication they have with staff members. Parents articulate a sense of community within the school and this is fostered by the Parents and Citizens' Association (P&C) that supports and organises school events and fundraising activities. Parents feel welcome in the school and students identify with a sense of belonging.

The school environment, gardens, play spaces and landscaping reflect a sense of pride and wellbeing. Teaching staff present their classrooms as inviting places in which to learn. Artefacts to support student learning and displays of student work are apparent in classrooms. Classrooms are orderly, with students readily engaging in the learning process. Students report enjoying school and believe their teachers care for them.

SOS and School Disciplinary Absences (SDAs) data indicate student behaviour is of a high standard. There have been five short-term SDAs actioned in 2019, with seven in 2020, year-to-date. SOS 2019 data indicates that 97.9 per cent of staff, 89.2 per cent of students and 97.4 per cent of parents agree with the statement 'This is a good school'.

The HOSES takes responsibility for tracking the academic achievement data and attendance patterns pertaining to students with disability. Students are monitored individually through OneSchool, OneNote and personalised learning plans, in conjunction with comparison

tracking to peers through the data wall. At the time of the review, one student is currently working within a part-time program.

Improvement strategies

Consolidate the every student counts committee action plans to facilitate consistent understandings, approaches and practices across the school.

Monitor programs supporting innovative collaboration and curriculum approaches to determine effectiveness and identify opportunities for future innovations.
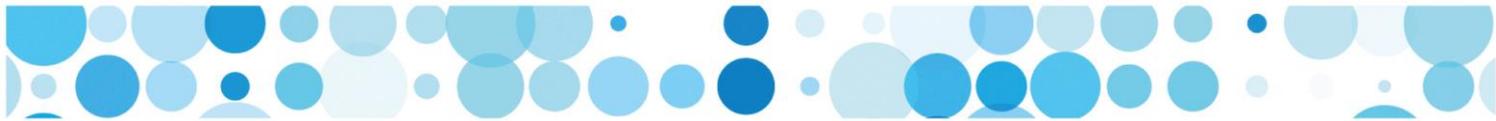
4.4 Targeted use of school resources

Findings

The leadership team, in consultation with staff members, applies its resources in a targeted manner to meet the needs of student learning and wellbeing and to drive the school's EIA. Planning for current and future resource allocations is strategic and intentional, and focuses on improving the learning environment for all students.

The annual school budget is drafted by the principal and the Business Manager (BM). The BM liaises with the regional finance officer to ensure accuracy with revenue forecasts. The budget balance as indicated in the Budget Overview Report (BOR) at the time of the review is $353 996. This includes a significant allocation associated with the new building project that is scheduled for completion in the near future. The building consists of a replacement administration space and five general learning areas. The principal is keeping the school community well informed throughout the planning and building stages.

A wide range of resources is purchased for distribution across the school taking into account the demands of each teaching area. In addition, teachers are provided with a class budget of $200 per year for consumables. Processes are established to enable teachers to request resources that support a particular learning experience. Teachers express they are well supported, processes are transparent, and that student learning is the driving agenda. The BM monitors the budgetary processes and informs teachers of their progress in expenditure. The emphasis is on the purchase of resources to meet the needs of the current school year.

The school has received I4S funds of $190 000 in 2020. Focus areas include Information and Communication Technologies (ICT) as identified in the ICT Strategic Plan 2018–2020, assistance in the implementation of the 'Towards Transformation' initiative, additional funds to increase staffing allocation for the positions of instructional coach and the Altitude Pioneer, teacher aide time to support the Early Literacy Foundation program, teacher release for PM Benchmark/PROSE testing, teacher release time for four days per year for collaborative curriculum planning, and release time for PLT leaders and year level coordinators.

Classrooms are attractively presented and feature a wide range of artifacts that support chosen high-yield strategies that are consistently applied across the school. Students across all year levels demonstrate deep knowledge of these resources and how they assist them with their learning.

There is a 2020 plan for the allocation of ICT resources. These include a Bring Your Own Device (BYOD) 1:1 iPad program for students in Years 4 to 6, the purchasing of six iPads per class for Prep to Year 3 students, 30 laptops for the library lab and the purchase of 32 desktops for the senior classes. Some staff members in Prep to Year 3 classrooms express a desire for greater individual access to a broader range of technology to enhance learning and engagement. Most students indicate that they value technology as both a learning tool and a reward for effort.

A range of processes is established to identify the needs of students in all areas of their
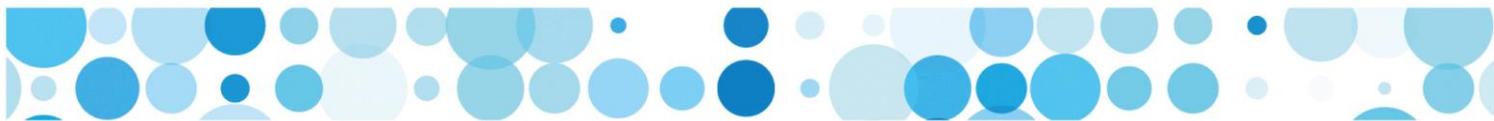
schooling. These include the case management processes, collaborative curriculum planning, the LET, Team IQ data cycle planning, and the range of programs that support the wellbeing of students. Data is gathered from these forums and used to inform practice and to allocate an optimal allocation of resources to meet current, emergent and future needs. Staff allocation is flexible and prioritised to meet student needs.

Resources are allocated to support the current organisational and leadership structure designed to best meet the demands of the EIA and system priorities. The school provides funds to extend Human Resource (HR) allocations to flexibly respond to the needs of students.

The leadership team places a strong emphasis on engaging parents and the community. Significant resources are allocated to the website, social media, newsletters, signage and attendance monitoring.

There is a detailed Maintaining Infrastructure Plan that is sequenced and identifies a dedicated funding source.

The school is well maintained and conducive to enhancing learning. The library is well resourced and features a computer lab for students. Classrooms are well resourced and support the range of rotational activities that are part of the teaching program and foster independent learning. Students access quality digital resources including group sets of iPads and coding resources to prepare them for future learning.

A Great Mates lunchtime program is offered and resourced to meet the wellbeing needs of students. These include craft, chess, netball and rugby activities.

Specialist teachers are funded to provide enrichment activities for high achieving students as part of the Altitude program.

The school has a group of experienced teacher aides that work alongside teachers facilitating student learning. Teacher aides are valued members of the teaching team. Teacher aides comment that they feel highly valued by the principal and teaching staff they work directly with. They appreciate the opportunities to build strong working relationships with staff and students at the school.

The school's active P&C attracts a strong group of supportive parents. They work in partnership with the leadership team and contribute an average of $30 000 annually to support school and community-identified priorities.

Improvement strategies

Utilise the school's systems and processes to strategically review the impact of effectiveness of all resourcing allocations to ensure they are supporting the achievement of optimal benefits to student learning.
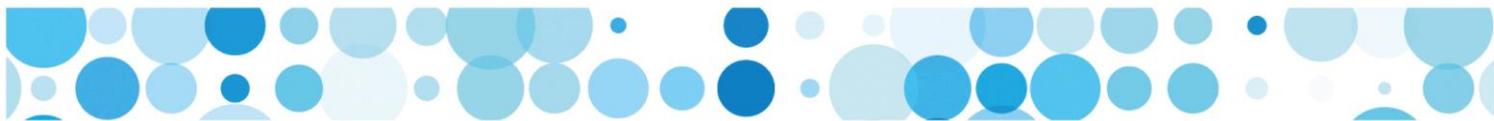
4.5 An expert teaching team

Findings

The school values the experience and expertise of the teaching team and has implemented a PD plan and associated budget. This plan provides opportunities for teaching staff, specialist teaching staff, teacher aides, grounds staff and cleaners to create a small number of professional learning goals linked to the school's improvement agenda. In addition to this, staff are actively encouraged to consider a goal linked to their wellbeing. A PD audit document captures and tracks these goals. Staff are able to speak confidently regarding their professional goals, how to access PD to develop their capacity, and how they are measuring their success and progress.

The Towards Transformation initiative is a targeted strategy to develop collegial expertise and connect staff peer-to-peer in the sharing of high quality teaching practice. This process operates at the school and utilises the strengths of staff to transform the knowledge and skills of others. The process involves a knowledgeable other working closely with a coach and school leader who is able to provide support. The knowledgeable other is the person charged with the responsibility of supporting the process and leading the coaching. Towards Transformation opportunities are linked to the school's EIA agenda, are scheduled across each term, and are supported by appropriate human resourcing. Teaching staff highly value the Towards Transformation learning opportunity and speak with enthusiasm regarding the reciprocal outcomes achieved. The Towards Transformation process provides regular opportunities for all teachers to be involved in peer coaching and mentoring within the school.

A mentoring/coaching framework is implemented throughout the school and incorporates the six key pillars of Instructional coaching, Mentoring Beginning Teachers (MBT), Watching Others Work (WOW), Towards Transformation, Leadership Coaching, and Collaborative Coaching. This framework is unpacked with other supporting documentation outlining key aspects of coaching. It further details how these opportunities are delivered throughout the school at various times within the school year to meet the differentiated professional needs of staff.

Coaching at the school is viewed as a professional learning strategy using questioning and conversation to support professional growth. Teaching staff and members of the leadership team articulate that coaching opportunities are available to support the development of professional skills in a range of different areas linked to the school's EIA. Some aspects of the six pillar framework are implemented at a deeper level than others. Some staff are yet to be aware of the full range of opportunities available to them within this framework.

The school is deliberate in appointing beginning teachers with suitably identified skills to complement the context of the school. Beginning teachers are supported through a coaching action plan that outlines a target date, key tasks, responsibilities and a predicted outcome/goal for learning. The coaching action plan maps support opportunities for the identified teacher across the term and provides professional learning that is linked to key priority areas. Beginning teachers identify that coaching and support is timely and available,
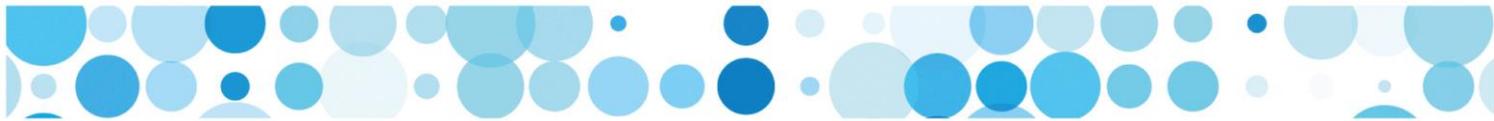
and are keen to continue their learning and accelerate their professional growth and development.

A coaching tracking document systematically records the staff members receiving coaching in one of the six listed areas of the coaching framework. The tracking document outlines the knowledgeable other and tracks staff who have accessed PD related to key components of the schools EIA in writing. Staff identify that a culture of collaboration and teamwork is present within the school and this is of assistance in fostering a positive sense of collective teacher efficacy.

Teaching and non-teaching staff members are highly committed to the continuous improvement of their own teaching and are invested in the development of their skills, knowledge and ability. Annual Performance Development Plans (APDP) are established for teaching and non-teaching staff. These plans are reviewed by school leadership staff members who provide feedback on the identified areas for development and the indicators for success. The APDP template used by the school is developed in alignment with the Australian Professional Standards for Teachers (APST). The number of teachers addressing elements of standards, and who is progressing through the standards are yet to be clearly identified.

PD opportunities are regular, targeted and ongoing. Staff meeting agendas are produced for teaching staff and teacher aides on a term-by-term basis and provide a range of differentiated coaching and capability development activities linked to the school's priorities. A key component of these agendas is the opportunity to ensure teachers are able to further strengthen the knowledge, skills and capability to differentiate to meet the learning needs of all students. Strategic planning days occur on an annual basis and build capability in the strategic planning and review skills of school leaders. The staff meeting schedule outlines the opportunity for vertical and horizontal alignment throughout the school.

The principal and other school leaders model professional learning within and across the school and value opportunities to support staff in their development. A leadership book club provides opportunities for staff to explore contemporary research and discuss and share what they have read and learnt in a supportive environment. The intent of the book club is to ensure the school continues to value contemporary, evidence-validated practice. School leaders consider this research as a valuable guiding framework when discussing school improvement strategies for the future.

A formal observation process has been developed using the expertise of the leadership team and is implemented across the school. The process has promoted a positive culture of professional feedback involving all teachers and provides support and advice regarding classroom practice. The observation process is welcomed by teaching staff, and is completed in a professional, supportive and collegial manner. It provides the school leadership team with a valuable insight into how school priorities translate through to student learning activities. In addition, teaching staff are able to seek feedback on areas for individual development.

A professional learning group is embedded at the school and provides voluntary PD topics in a number of identified areas related to school improvement and student development. This is
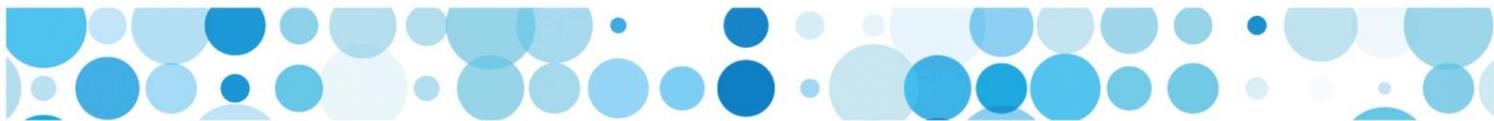
well supported. The professional learning group provides opportunities for highly able teachers to lead PD for their peers. PD opportunities from other sources are published in the weekly staff update on a regular basis and are accessed by staff. The school has a highly experienced workforce, values teachers as leaders, and provides opportunities for teachers to lead key projects. Some staff identify leadership aspirations. It is yet to be apparent how the school is supporting aspiring leaders.

Teacher aides are a highly valued resource in the school and are accepted and encouraged as paraprofessionals in the teaching and learning process. They are dedicated to supporting the educational outcomes of all students. Teacher aides are supportive of the professional learning opportunities provided through the meeting agendas and professional learning offerings.

The principal and other school leaders are active in a range of cluster arrangements including principal-to-principal collegial relationships that support leadership development. School leaders are conscious of the importance of building networked school relationships that support leadership development and actively engage with cluster colleagues.

Improvement strategies

Deepen staff knowledge of the six pillars of the coaching/mentoring framework to support staff knowledge of the opportunities available to them through PD and capability enhancement opportunities.

Collaboratively explore a program to support aspiring leaders that may facilitate opportunities for aspirational staff.
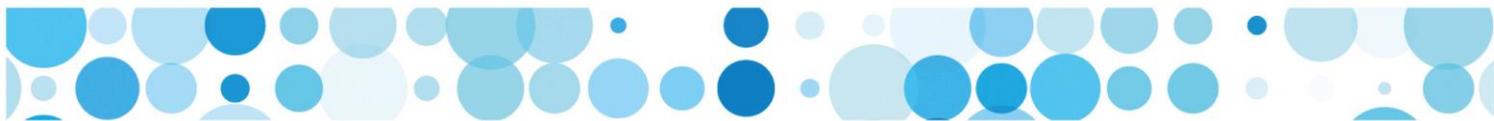
4.6 Systematic curriculum delivery

Findings

The leadership team and teaching staff members view the delivery of a high quality, purposeful and engaging curriculum as a critical component of the teaching and learning agenda within the school. All teaching staff are committed to the process of implementing the AC through adjusting and adapting the C2C units and delivering engaging learning experiences for students.

A coherent, sequenced plan for curriculum delivery is developed and is aligned to the school's pedagogical practices. The suite of curriculum documents provides teachers with information regarding what and when teachers should teach and students should learn. Classroom and specialist teachers are aware of and work within the school's shared curriculum expectations.

The P-6 Curriculum, Assessment and Reporting Plan (CARP) provides teachers with information regarding the implementation of the AC, including curriculum requirements, curriculum provision to students with diverse learning needs, minimum time requirements, C2C and reporting.

Teachers express a high level of appreciation for and highly value the opportunity to participate in collaborative cohort planning days. The planning day process is guided by a clear agenda that incorporates school-wide focus areas in addition to priorities identified by the cohort teaching staff. The planning day process allows for the collaborative review of curriculum units and the opportunity to unpack the three levels of planning. The HOC quality assures the consistency of curriculum planning, assessment and moderation across all year levels. A common curriculum planning template is used by teaching staff. All teaching staff, including specialists, have been supported by the HOC to implement all learning areas in line with Australian Curriculum, Assessment and Reporting Authority (ACARA) requirements. Some teachers express a desire to enhance their understanding of how to deliver a range of year level content within their classrooms catering for all students.

Teachers speak with confidence in using formative and summative assessment tasks from C2C to make judgements regarding student learning. A comprehensive assessment plan is apparent and this is referred to regularly by teachers to inform what is assessed when, and how this is tracked. Some teachers discuss rewriting GTMJs to increase the rigour and depth of the judgement being made.

There is a strong focus on the priority curriculum areas and all teachers identify English and mathematics as targeted key learning areas for both PLTs and Team IQ. Most teachers align their teaching practices to the teaching methods outlined in the 'Mount Cotton Method' pedagogical framework. Teachers identify utilising the Gradual Release of Responsibility (GRR) model, learning intentions and success criteria in their unit planning.

Regular collegial conversations occur to ensure collective agreement and consistent implementation of planned teaching and learning experiences. This supports the horizontal curriculum alignment across the school. PLTs consisting of teachers from multiple year

levels allow for conversation to occur and facilitate vertical curriculum alignment. Students access school-based intervention programs including learning support and Altitude to deepen and further their curriculum understanding. Intervention teachers collaborate with class teachers to align teaching and learning to class-based content. A comprehensive suite of curriculum documents and support materials is stored on OneNote. Staff are able to articulate curriculum expectations and how this aligns with current improvement strategies.

General capabilities are represented in bands and highlighted on a rubric aligned to content descriptors. Cross-curriculum priorities appear on unit plans. Some teachers are yet to clearly articulate how general capabilities and cross-curriculum priorities inform their understanding of the AC and how these dimensions influence content delivery, student knowledge, skills, behaviours and dispositions.

Moderation of student learning occurs formally within the school each term. The school has a moderation plan that identifies the learning areas to be moderated. Cluster moderation occurs once a year in Term 4. Moderation aligns with the summative assessment being undertaken during the term. Class teachers highly value this process and opportunity.

Staff are able to clearly articulate the ongoing support and PD opportunities in the two focus areas of the EIA and areas of interest within the curriculum. They highly value the ongoing support and flexible arrangements available to deepen curriculum content knowledge and understanding.

'Bump it up' walls to support student learning are apparent in most classrooms and have been identified as a recent initiative within the school. Some teachers are using teacher-created work samples as exemplars, whereas others use student examples. Artefacts within the classroom setting are a reference point and learning walls are utilised to support student learning and the next steps. Some staff indicate a desire to explore Bump it up walls in other learning areas.

Student learning goals are aligned to the EIA and other school priorities. Students are able to clearly articulate their goals and what they need to undertake to achieve the next steps in their learning. Teachers support and speak highly of goal setting for students. Some teachers identify the link between goals, the GTMJ and achievement standards. Teachers have rewritten GTMJs in student-friendly language to reflect 'I can' statements for students.

Some teachers articulate other strategies such as peer feedback and student checklists for self-assessment that are employed to promote students as assessment-literate learners. The manner in which assessment-literate learner strategies are being used across the school to support students in identifying the next steps in their learning varies across the school.

The leadership team and teachers value sharing curriculum progressions and documents with parents and this is reflected through information shared via termly curriculum newsletters, letters, Facebook and celebration days. Written reports for students are provided to parents each semester with information regarding their child's performance across all learning areas. Parents are responsive to parent teacher interviews, offered in Term 1 and Term 3.
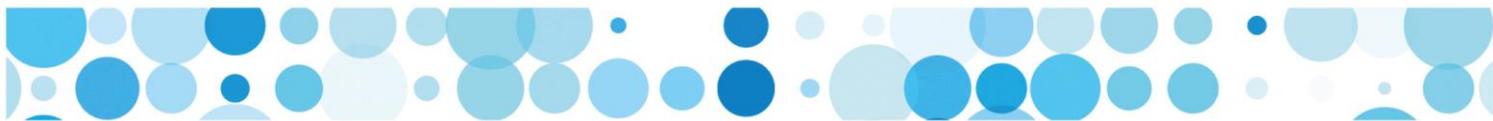
Improvement strategies

Consolidate curriculum learning opportunities to further support teacher understanding of how general capabilities and cross-curriculum priorities influence student knowledge, skills, behaviours and dispositions.

Expand opportunities to strengthen the visible curriculum and support the growth of assessment-literate learners.

4.7 Differentiated teaching and learning

Findings

The school's statement of purpose – '*Every Student Counts, Every Teacher Counts, Every Minute Counts, Mt Cotton Counts,'* provides the philosophical basis for the school community to demonstrate that success in learning is an imperative for all students*.*

The school community is dedicated to the notion that learning is the core business of everyone. Most students, across all year levels, demonstrate that they share this belief by enthusiastically articulating what they are learning, how they are learning, and how they are able to meet their goals and improve their LOAs. Classroom teachers know their students and use a range of data sources to inform their practice.

The leadership team works collaboratively with staff members to design a range of forums and processes to encourage and support the intentional monitoring of individual and cohort progress, to identify barriers to learning and to tailor classroom activities to address the diverse needs of students. Forums include the LET to discuss a student and collaboratively seek solutions and support; Team IQ meetings to discuss five-week data cycles, with pre- and post-testing, and discussion of ways to improve student outcomes; case management meetings to discuss particular student needs; and the 'Every Student Counts' inclusion committee that is attended by both support personnel and classroom teachers.

There are clear processes established for class teachers to refer students to the LET committee for discussion and follow-up action. The committee consists of the HOSES, deputy principal, guidance officer, SLP, STLaN, chaplain and relevant support personnel. Class teachers enter relevant data on the Personalised Planning section on OneSchool.

Class teachers work with SEP staff members to design Individual Curriculum Plans (ICP) for students who require them, and an ICP checklist has been developed to assist classroom teachers to work through the process. There are currently 14 students with an ICP. Parents are involved in the ICP process at all stages. ICP goals are linked to the classroom program with term goals identified. Some class teachers seek information from other relevant year level teachers as they design appropriate learning opportunities for all students that are aligned as much as possible to the classroom interactions.

Teachers highly value the opportunity to collaboratively plan their curriculum units in year level cohorts. Four days per year are allocated to the process and support personnel attend to align the provision of support. Class teachers complete a differentiation template, referred to as the 'Surfboard' model, for all their students. Teachers comment that they value this process to record the provision for all students and to note their actions to meet student needs. They comment that the process enables tracking of students across the three levels of provision and assists to monitor support provision. A checklist of adjustments is available. Some teachers comment that they would like to build deeper knowledge of ways to make adjustments to the classroom program that suit a wide range of student needs.

There is an emerging belief within the school community that students are able to access and fully participate in learning alongside their similar-aged peers, supported by teaching
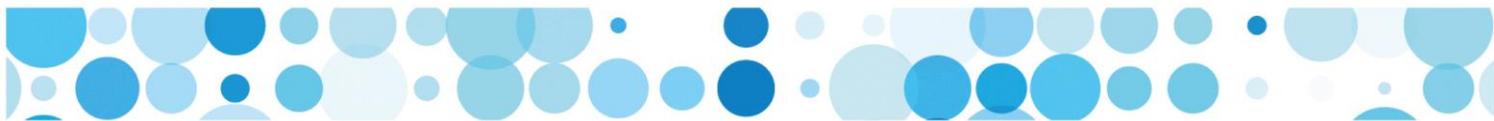
and learning opportunities designed to meet their individual needs. The appointment of the position of HOSES has provided the school with an opportunity to further focus on an inclusive education journey. Staff members have recently mapped their progress using the Signposts for school improvement – Inclusive education tool. It is acknowledged that there is a need to continue to monitor this progress and to gauge the impact of support provisions on learning outcomes for all students, in particular those students who have diverse learning needs in all classrooms.

There is strong evidence that teachers work at understanding where students are at in their learning and use this to inform next steps in the teaching process. A data wall is established for every student and teachers constantly update it as students progress.

The school places a strong emphasis on meeting the needs of high performing students. The Altitude program has been introduced to respond to the needs of these students in targeted year levels. Teacher nomination and the Screening Assessment for Gifted Elementary Students (SAGES) and the Cognitive Abilities Test (CAT4) are used to place students in the program. The students are offered a range of project-based programs to participate in, based on their interests and strengths. Many class teachers comment that students are responding well to the additional support. There are processes to check if the curriculum is able to be compacted to enable students to participate in the program without missing classroom work.

Some class teachers comment that they are using problem solving ideas stored on OneNote within their classroom program to extend and enrich learning experiences. There is an emphasis on building Higher Order Thinking Skills (HOTS) based on Bloom's[3] Taxonomy and all teachers have a Bloom's key ring as an easy reminder to embed thinking processes into their teaching and learning.

Students describe their learning goals and are assisted to see how they are able to improve their learning through multiple pathways such as Bump it up walls and learning walls, the display of 'WOW' words and Vocabulary Connectives Openers Punctuation (VCOP) that are apparent in all classrooms. There is a strong culture of gaining feedback from students. This is modelled by teachers and includes student case conferencing, the use of multiple ways to gain feedback from students including thumbs up thumbs down, Survey Monkey, traffic lights, and peer and self-feedback such as two stars and a wish. Parents are informed regarding their child's learning progress through many social media platforms. Celebration of learning is a key component of the communiqués. Many parents comment on this positive learning culture.

The leadership team responds to students who require early, sustained and highly tailored responses to their needs. They work with parents and other agencies to provide optimal support. Class teachers comment that they value the support they receive and the flexible structures that are established to manage complex behaviours.

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[3] Bloom, T. M. E. (1965). *Bloom's taxonomy of educational objectives*. Longman.
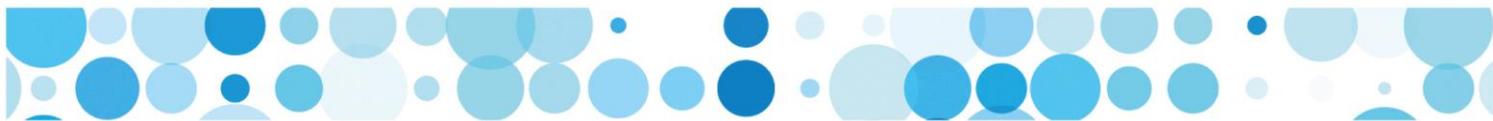
Improvement strategies

Strengthen the capability of all staff to collaboratively design and embed adjustments within the class program to address the diverse learning needs of all students.

Enhance opportunities to further develop a shared understanding of inclusion and associated attitudes and behaviours and the impact of provision of support on student learning outcomes.
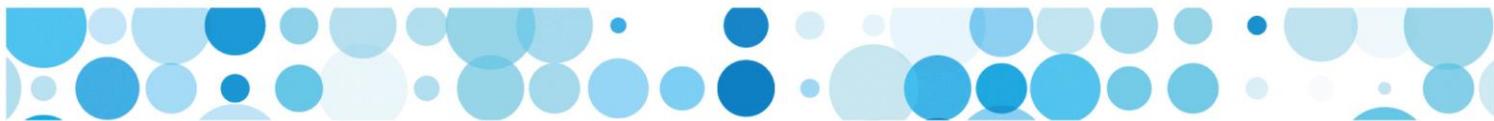
4.8 Effective pedagogical practices

Findings

The school has a pedagogical framework, referred to as 'The Mount Cotton Method' that summarises the key foundations quality teaching is based on. The Mount Cotton Method identifies a range of elements designed to impact on teachers' repertoire of practice. It identifies the features of goal setting, modes of inquiry, instructional approaches, 21st Century learning, feedback, personalised learning and supportive school environment. The document is designed to operate in conjunction with a number of other school documents that inform teaching practice.

The leadership team is committed to a research-based and multifaceted approach encompassing the philosophies of the Art and Science of Teaching[4] (ASoT), Dimensions of Teaching and Learning (DoTL), Direct Instruction – National Institute for Direct Instruction (NIFDI), the Fleming[5] Model of Effective Teaching, IMPACT model, Productive Pedagogies, Symphony of Teaching and Learning – regional eLearning advisors, and Visible Teaching, Visible Learning[6]. Other key influencers include Lyn Sharratt[7] and Sheena Cameron[8]. GRR is cited as a key instructional approach and the 'I do, We do, You do' methodology is displayed in all classrooms.

The school has detailed a 'Balanced and Effective Literacy Method' to articulate the non-negotiables regarding the delivery of pedagogy and content within literacy. A number of the key components detailed include feedback, goal setting, vocabulary, oral language and comprehension. References to GRR, programs and expectations are stated. Members of the leadership team have identified the desire to design a similar method in regards to numeracy.

Teachers are predominantly aware of signature pedagogies, referred to as 'non-negotiables' and there is evidence of relevant artifacts displayed in classrooms. Bump it up walls and learning walls are displayed in all classrooms and are a recent key strategy in the writing process. Students across all year levels are able to clearly articulate what they are for and how they help them to achieve their goals.

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[4] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

[5] Hawker Brownlow Education. (2012). John Fleming. Retrieved from http://www.hbe.com.au/john-fleming.html

[6] The University of Melbourne. (2018). Prof John Hattie. Retrieved from https://www.findanexpert.unimelb.edu.au/display/person428067

[7] Sharratt, L. (2019). Sharratt Educational Services (SEG Inc.). Retrieved from https://www.lynsharratt.com/

[8] Cameron, S. (2018). Sheena Cameron. Retrieved from https://sheenacameron.com/

A survey is conducted each year to analyse the use of non-negotiables. Survey items for 2020 include the use of GRR, three writing sessions including a big write and quick writes, Sheena Cameron strategies, feedback strategies, the use of Structured Tier 2 Robust Instruction of Vocabulary Experiences (STRIVE), the use of the writing trolley, and universal use of learning intentions and success criteria in their writing unit. Exemplars of these are stored in OneNote. Most teachers speak highly of the bank of support materials designed to assist teachers to drive the EIA within classroom units of work. Some teachers express that the concerted structures that are established for writing processes could be applied to other areas of the curriculum, such as mathematics.

Some year level cohorts have set up a range of online ways to share their practices including the use of Teams, WhatsApp, and year level email groups. Staff updates have a focus on pedagogy and parent sessions are provided digitally and at school to inform the community of key pedagogies used in classrooms.

The school uses modes of inquiry to explore key initiatives. These include Bloom's Taxonomy question flip cards, problem solving thinkboards – mathematics, and text dependent questioning – reading.

The leadership team acknowledges that the consistent use of observation, coaching and feedback is a critical platform to support teachers and to monitor and quality assure that signature practices are established and are contributing to the improvement of student learning outcomes. All teachers participate in the instructional coaching program each term. The Towards Transformation team consisting of experienced teachers, provides opportunities for colleagues to watch their ways of working and to receive feedback on their teaching practice. This is highly regarded by participating teachers and contributes to the culture of professional trust.

Many classrooms demonstrate that students are engaged in their learning and are 'hungry for success'. They are able to discuss learning intentions and are aware of the specified success criteria. They know what they have to do and are accustomed to providing feedback in a range of ways to show their level of understanding. Students in the 1:1 iPad classes are encouraged to expand their use of apps and to follow links to enhance their knowledge and creative ways to demonstrate what they know and are able to do. It is yet to be apparent across the school how a common and consistent understanding of 'deep learning' is defined and expected within content delivery. Many classrooms are working in rotations that are designed to foster independent learners.

Teachers predominantly express a desire to establish high expectations for all their students. A case management process is established to move students from their current LOA to the next level. Ability grouping is used in many year levels and teachers maintain that there is a fluid approach to moving students up a level as they progress.

Celebration of success is apparent across the school. There are many awards and incentives to build a student's belief in their own capacity and to reinforce the relationship between effort and success. Celebrations are recorded and shared throughout the school and at home and students and parents highly value these processes.
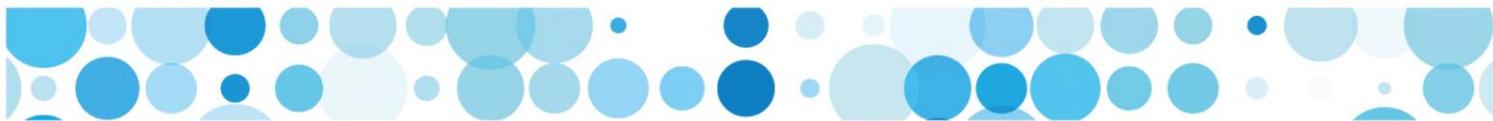
Improvement strategies

Develop method statements to support consistency of practice and understanding across other learning areas.

Collaboratively define a common and consistent understanding of what deep subject knowledge is for students and its implications for pedagogical practice.
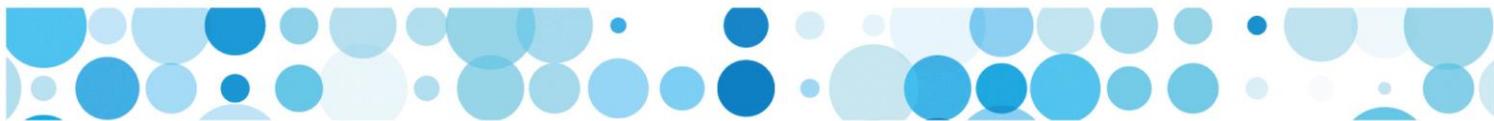
4.9 School-community partnerships

Findings

Students, staff members, parents, other schools, community groups and agencies hold the school in very high regard. The school develops partnerships strategically to improve opportunities and outcomes for students. Some partnerships are well established and have benefited the school for a considerable time and others are negotiated to help address emergent issues.

Parents are viewed as key partners in their child's education. A PaCE framework documents and defines the way the school communicates with parents, outlines how partnerships are formed with parents, discusses community collaboration, and describes decision-making opportunities and school culture. The framework is supported by targets that are linked to the SOS responses for parents. A key feature of the communication aspect of the framework is the volume of people reached through Facebook. Parents discuss the positive relationships that exist with all staff members. Parents comment that school leaders are committed to the school and are highly visible within the community.

The 'Senior Springboard' program is a signature program within the school designed to assist in the preparation of students for transition into the junior secondary system at a range of feeder high schools within the local area. The program is viewed as a valuable strategy in the preparation of students from the secondary school perspective. The program promotes organisational skills, helps students develop their identity, is linked to school values and promotes a productive dialogue between all school stakeholders.

The school has developed strong partnerships with local high schools including Cleveland District State High School and Victoria Point State High School. Students visit the schools as part of their induction programs to develop an appreciation of what it is like to be educated on a larger campus. A targeted program is offered to facilitate a smooth transition for students with disability. Local secondary principals visit the school for important ceremonies and events and actively partner with the school to support both student and staff developmental opportunities. Transition days to the local secondary schools are purposeful, valued and provide learning opportunities that promote and extend student learning. These transition days include leadership days, days of excellence and a junior 'Ignite' program.

End-of-term celebration letters provide information to parents and caregivers regarding the wide range of school activities and opportunities available to students. These opportunities complement learning and value add to the educational experience at the school. The letters detail incursions, excursions, camps and community engagement opportunities, music celebrations, sporting endeavours, special events and signature programs.

Parents are invited to 'celebration of learning events' held at the end of each term. These events showcase the noteworthy work that students have been completing. These events allow parents a first-hand opportunity to observe learning in action in all year levels throughout the school. Parent calendars provide detailed information regarding the dates for key events held each term.
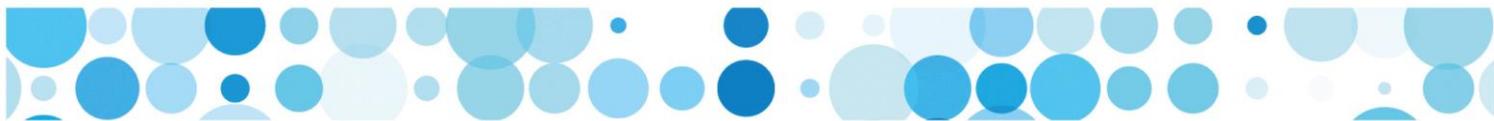
The P&C attracts a strong group of members to meetings and is supported by a significant number of parents when major functions are held. It works in partnership with the leadership team to improve the school for the benefit of students. A range of fundraising activities is conducted to generate income. The P&C is proud of the fact that they are able to contribute to school-identified needs in addition to needs raised directly from their feedback. The P&C values the relationship with the principal and the school leadership team and has an appreciation of the advocacy made by the school in support of their issues and concerns.

'Parent summits' provide opportunities for parents and caregivers to engage with the school, provide feedback on key school priorities, and identify what could be improved moving into the future. The EIA is outlined at the summit events and feedback from parents is collated.

Regular newsletters provide valuable information to the community and include a section in each newsletter for community news, tuckshop news, P&C news and Helping Hands news. Parents engage with the school through regular parent teacher interview opportunities and parent workshops. Communication to parents and carers occurs through a range of different mediums including the school website and text messaging. Regular surveys capture parent views regarding particular priority areas or school initiatives.

The school, led by the principal, is a viewed as a driving member of a local cluster of schools. The cluster provides opportunities to collaboratively moderate student work, form networks and partnerships, discuss contemporary educational issues and coordinate initiatives. Other principals speak highly of the local cluster, value the collegiality and professionalism, and recognise the efforts of the school committing to the work. Networks for deputy principals and HOCs are supported by the school.

The 'Every Student Counts Committee – Indigenous' recognises the importance of embedding Indigenous perspectives throughout the school. The committee has created the 'MCSS Barna Jarjum Framework 2019-2021' and has implemented strategies and actions in the five keys areas of the framework. An Indigenous Champion is charged with the responsibility of building relationships with regional representatives.

Partnerships with a number of university campuses allow preservice teachers to undertake practicum placements. These placements enable the school to identify future teachers whose skill sets may match vacancies as they arise. The preservice teachers are supported by an induction checklist and preservice teacher booklet.

The school invests in developing partnerships that ensure a smooth and productive start to school for Prep enrolments. A Prep transition program provides opportunities for pre-Prep children to form connections with the school and caters for both new and current parents. Pre-Prep information captures the Kindergarten program where children are currently enrolled and is collated by the school. Processes and practices to engage with early childhood service providers on a systematic basis are identified as work to be continued.

The school supports a range of community-based events through their arts and specialist Health and Physical Education (HPE) program.
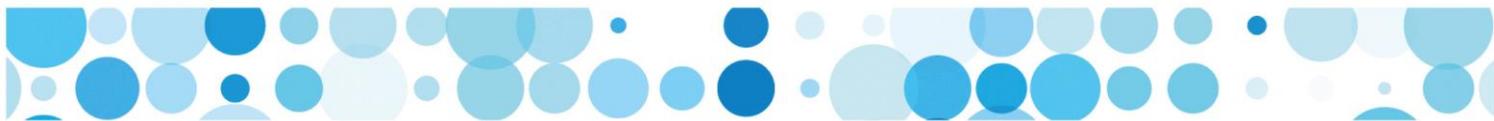
Outside School Hours Care (OSHC) and vacation care are provided by the Helping Hands Network and operates out of dedicated spaces. The program has a capacity for approximately 60 students. The OSHC provider reports strong links with the school as a member of the community.

A chaplain has been newly appointed four days a week and works in the school as a valued team member. Activities focus on social and emotional support for students and networking with external agencies to promote student wellbeing. The chaplaincy service is appreciated.

Teachers articulate the benefits the many partnerships provide for students. Some indicate an interest in the school exploring the possibility of establishing further partnerships that could enhance opportunities to deepen the engagement with aspects of the school's EIA.

Improvement strategies

Further develop ways for the school to connect with families and the community prior to the commencement of school to support successful transitions.

Identify and support opportunities for partnerships to be sourced that align with school priorities.