

Salisbury State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Salisbury State School** from **13 to 15 July 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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Christine Dolley	Internal reviewer, EIB (review chair)
Laurelle Allen	Internal reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Cripps Street, Salisbury	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	324	
Indigenous enrolment percentage:	10.8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	12 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1025	
Year principal appointed:	April 2016	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD–C), two inclusion teachers, Business Manager (BM), guidance officer, 20 teachers, eight teacher aides, cleaner, groundsman and 14 students.

Community and business groups:

- Community Elder, school chaplain, president, two vice presidents, secretary and treasurer of the Parents and Citizens' Association (P&C), four community members, Returned and Services League of Australia (RSL) representative and Salisbury Rotary Club representative.

Partner schools and other educational providers:

- Director Lillian Avenue Childcare & Kindergarten (C&K).

Government and departmental representatives:

- Federal Member for Moreton, State Member for Toohey and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Improvement Priorities
Investing for Success 2020	Strategic Plan 2017-2020
School Opinion Survey 2019	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional Development Plan	Curriculum planning documents
School data plan	School differentiation checklists
School newsletters and website	Headline Indicators (May 2020 release)
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

The school places high priority on valuing difference and acknowledging individual student strengths.

The school communicates a certainty that every student is capable of achieving success in their learning. Parents, staff and students identify that the school is characterised by acceptance of difference, a warm welcome for all members of the diverse community, and commitment to the wellbeing of every student.

The leadership team articulates the importance of strong positive partnerships with parents and families, local businesses, community organisations and neighbouring schools to enhance student learning and wellbeing.

Staff members express their appreciation for the positive interaction, mutual respect and active support of parents and wider community members in the provision of opportunities for students to learn and grow. The flags of the 38 nationalities of families attending the school are proudly displayed in the school hall. Culture Club is conducted twice weekly in the library for students to explore, share and enjoy different aspects of these nationalities, including artwork and dances.

Staff express their commitment to strategies for school improvement.

The leadership team and teaching staff members express their commitment to the core objective of improvement of learning outcomes for all students. The members of this team recognise their purpose in driving an Explicit Improvement Agenda (EIA) and setting the strategic direction of the school. The leadership team acknowledges the need to refine and regularly review the EIA to define a sharp, narrow and deep focus, achievable, measurable targets and timelines, with effective, sustainable resourcing.

The school has developed a number of universal behaviour support strategies and common language.

Parents, students and staff members acknowledge the focus that has been placed upon improving student behaviour. Leaders articulate that Positive Behaviour for Learning (PBL) has been in the early implementation stage for some years and that the recent inclusion of a member of the leadership team in the PBL committee has added new energy and optimism. Staff members express the belief that further consolidation of the PBL process and commitment by all school community members would be beneficial. The leadership team indicates the intent to progress full implementation of PBL.



The leadership team articulates clear communication, explicit systems and strong processes promote staff members' sense of belonging and positivity within the work environment.

Staff members articulate the importance of systematic communication processes that are inclusive of all employees could enhance the cohesion of the education team. Some staff members indicate they would appreciate improved communication regarding school priorities and strategies. Processes and systems for consistent and timely communication with students, staff members, parents and community members are developing.

The school expects all teachers to be highly committed to the continuous improvement of their own teaching.

Teachers are committed to the development of knowledge and skills required to improve student learning. Several teachers express that they appreciate receiving feedback. The principal acknowledges the increased size of the leadership team should assist in the provision of increased teacher support and development. The leadership team articulates the development of staff capability through observation, coaching, mentoring, and feedback loops to deliver the key priorities of the school's improvement agenda.

School leaders indicate a commitment to a collaboratively developed, shared philosophy of inclusion and a vision for implementation.

Leaders acknowledge that the school is undergoing a shift towards an inclusive model of educational provision. Some staff members express a desire to build their knowledge of inclusive practices. Leaders identify that the language of inclusion is developing across the school.

Staff members speak positively regarding the professionalism and skill of their colleagues, and feelings of mutual support.

Teachers articulate that they are encouraged to contribute to the betterment of the school and feel confident that their voice is heard by leaders. The school has a team of dedicated staff members that take a collective responsibility for the learning and wellbeing needs of all students.

Parents speak highly of interactions experienced with staff members and praise the principal for the tone being set within the school.

Each term, a 'Principal's Morning Tea' is held for two students from each class who have achieved exceptional work standards. Parents are invited to share morning tea with their child and the principal. The principal articulates the importance of these occasions to recognise and acknowledge the involvement of parents in the achievements of their child, as partners in the teaching and learning process.



2.2 Key improvement strategies

Define and implement a sharp and narrow EIA that is communicated to all stakeholders and includes achievable, measurable targets and timelines.

Progress full implementation of PBL including consistency of universal strategies and continuous improvement towards achievement of Tier 2 and Tier 3.

Develop processes and systems for consistent and timely communication with students, staff members, parents and community members.

Develop staff capability through observation, coaching, mentoring, and feedback loops to deliver the key priorities of the school improvement agenda.

Collaboratively build a shared understanding of the school's philosophy and vision for inclusion.