

# Veresdale Scrub State School

## Executive Summary





## 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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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Veresdale Scrub State School** from **12 to 16 March 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 Lead Principal 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

Laurelle Allen	Internal reviewer, EIB (review chair)
Kaylee Fechner	Peer reviewer
Peter Doyle	External reviewer



## 1.2 School context

<b>Location:</b>	Veresdale Scrub School Road, Veresdale Scrub	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	147	
<b>Indigenous enrolment percentage:</b>	12.2 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	7.5 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	16.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	957	
<b>Year principal appointed:</b>	2014	
<b>Significant partner schools:</b>	Leading Learning Collaborative (LLC) project – Kalbar State School, Aratula State School, Mutdapilly State School, Mount Alford State School, Beechmont State School; Small Schools Cluster – Tamrookum State School, Rathdowney State School, Hillview State School, Darlington State School; Mid-large Schools Cluster – Gleneagle State School, Woodhill State School, Beaudesert State School, Beaudesert State High School, Jimboomba State School	
<b>Significant community partnerships:</b>	Beaudesert Returned and Services League of Australia (RSL), Playgroup Queensland, Quota Cops Kids Altogether (QuoCKa), Beaudesert Lions Club, Adopt-a-Cop, Mayor of Scenic Rim Regional Council, Councillor of Scenic Rim Regional Council	
<b>Significant school programs:</b>	Days of Excellence across schools, district and regional sport trials, Kingfisher Cup	

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, nine teachers, seven teacher aides, 61 students and 24 parents.

Community and business groups:

- Secretary of Beaudesert RSL and proprietor of Beaudesert Swimming Pool.

Partner schools and other educational providers:

- Director of Woodhill Childcare and Kindergarten (C&K), Year 7 coordinator of Beaudesert State High School, principal of Gleneagle State School, principal of Jimboomba State School, principal of Woodhill State School, principal of Tamrookum State School, principal of Aratula State School, principal of Mount Alford State School, principal of Kalbar State School, principal of Mutdapilly State School and member of Scenic Rim Central Early Years Network.

Government and departmental representatives:

- Mayor of Scenic Rim Regional Council and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Data Wall	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Leading Learning Collaborative plan	Curriculum planning documents
Guided reading observation tool	Same day absence policy
Sample report cards	Differentiation tracking tool
Little Scrubbers Playgroup Term 1 plan	Professional learning plan 2020 version 1
School data plan	School newsletters, website
School Opinion Survey	School pedagogical framework 2019/2020
Professional Development Plans	Writing Enquiry cycle documentation
Professional development plans	Responsible Behaviour Plan for Students
Sample Individual Curriculum Plans and Individual Support Plans	Case management meeting – facilitators script template version 7
Interim Headline Indicators (October 2019 release)	Report card and NAPLAN update Semester 1 2019



## 2. Executive summary

### 2.1 Key findings

**The school has established a narrowly focused improvement agenda in the area of writing in response to analysis of student outcomes data.**

Recently a one-word watermark that describes the measurable and observable high expectations for the school was collaboratively developed and adopted. The word '*growth*' has become a mantra that underpins the work of the school. Staff members articulate that the watermark further distils the school vision '*That every student will be confident, competent and an independent reader and writer*'.

**A strong collegial culture of mutual trust and support is apparent between staff members.**

Teachers and teacher aides speak positively regarding their working relationships. They report that communication within the school is positive and that they support each other in their collective aim to enhance learning outcomes for students. The 2019 School Opinion Survey (SOS) identified that 100.0 per cent of staff agree with the statement 'I enjoy working at this school'.

**The school places a priority on maintaining and enhancing partnerships with parents to support their child's learning and continued wellbeing.**

Parents express appreciation for teachers' preparedness to discuss their child's progress each afternoon at the gate. Members of the Parents and Citizens' Association (P&C) articulate how they work with the staff to enhance the school environment through working bees, Friday tuckshop and the purchase of resources to support learning.

**The school provides a positive culture within a caring, supportive learning environment that promotes respectful relationships between staff, students and community members.**

Staff members acknowledge that the school has a strong focus on supporting students who find academic learning challenging. Significant time and funds are invested in supporting these students. Some students articulate that their work is easy and express a desire for greater challenge. The school has systems of student-developed targets, behaviour tracking and rewards days. A whole-school approach to promoting high expectations for academic achievement is developing.

**The Explicit Improvement Agenda (EIA), communicated through a one-page placemat, lists strategies and targets to promote the writing focus.**

The school has set an overall target of more than 80 per cent of students achieving 'C' or above in English and mathematics. Year level specific Level of Achievement (LOA) targets expressed as percentages in excess of the overall school target, are created in response to analysis of year level cohort data. Staff identify tracking individual students on the literacy



continuum as the method used to monitor whole-school progress. A clear process for measurement of short-term progress towards agreed targets is developing.

**The school is prioritising shared responsibility and accountability for the learning of all students.**

The school is developing a raft of processes to identify students who are finding learning difficult, provide support, and monitor progress. Staff members indicate that they value the small school environment that enables them to know their students and express a desire to support individual needs. A plan to access regional assistance to further develop the whole-school response to inclusion and enhance staff members' understanding of inclusive practices is an emerging priority.

**A strong culture of collegial support is apparent across the school, with staff members speaking highly of each other.**

The school engages with the Principal Advisor – Teaching and Learning (PATL) for curriculum support and Professional Development (PD) in relation to reading and writing. School leaders speak highly of this support and acknowledge benefit in accessing further regional support to assist in developing the capability of the education team in areas such as Positive Behaviour for Learning (PBL), inclusive practices and curriculum development.

**The school is the centre of this rural community, participating in a range of local community events and actively fostering local partnerships.**

Community members speak highly of the annual ANZAC service conducted by students at the school and participation in the Beaudesert Returned and Services League of Australia (RSL) ANZAC Day march and wreath laying ceremony. The school has a long history of participation in the gardening section of the local Beaudesert Show. Students articulate that they are supported by community members and staff to prepare their annual entry. Members of the local Quota Cops Kids Altogether (QuoCKa) visit the school on an annual basis over a five-week period to read with Prep students. The members of this group additionally donate books to the school.

**This rural school is attractive and inviting for all members of the school community.**

Students take great pride in their school and speak enthusiastically of their involvement with the breeding of native fish and the vegetable garden. Parents voice their appreciation for the small school environment and identify the school as their school of choice.





## 2.2 Key improvement strategies

Collaboratively develop a whole-school approach that promotes high expectations for student learning and achievement.

Collaboratively develop clear short-, mid-, and long-term targets linked to strategies and actions, and regularly monitor for progress.

Collaboratively review the whole-school inclusive approach and document the agreed philosophy, processes, expectations for identification, allocation of support provisions, and monitoring for progress.

Develop further opportunities to engage with regional support personnel to build staff capability in PBL, inclusive practices and curriculum development.