

# Veresdale Scrub State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

We acknowledge the shared lands of the Yugambah nation and the Mununjali people of the Yugambah language region.

### About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	80
Indigenous enrolments	11%
Students with disability	44%
Index of Community Socio-Educational Advantage (ICSEA) value	998

### About the review

 2 reviewers from 12 to 14 March 2024	 67 participants	 12 school staff
 41 students	 12 parents and carers	 2 community members and stakeholders

### Key improvement strategies

#### Domain 1: Driving an explicit improvement agenda

Prioritise opportunities to collaboratively develop and monitor strategic priorities to strengthen the shared ownership and sustainability of initiatives.

#### Domain 3: Promoting a culture of learning

Clarify school-wide systems and processes for effective support of student behaviour to ensure consistent expectations and practices amongst staff.

#### Domain 7: Differentiating teaching and learning

Develop an agreed school-wide approach for differentiation to address the diverse learning needs of all students.

#### Domain 6: Leading systematic curriculum implementation

Develop school-wide moderation practices at multiple junctures to support shared understanding of curriculum standards and consistency of teacher judgements, and inform responsive teaching practices.

#### Domain 8: Implementing effective pedagogical practices

Collaboratively develop a shared understanding of evidence-informed pedagogy to support teachers in determining the most effective and responsive approaches that meet the learning needs of students.

### Key affirmations



#### Staff and parents express optimism for the future of the school and the strategic direction led by the principal.

The principal articulates a commitment towards equity and excellence for all students. Staff and parents describe a diverse range of initiatives that have been recently implemented to support the delivery of improvement priorities. Staff and parents express optimism regarding the leadership of the school and new initiatives. They discuss they would like to see these initiatives become sustainable practices. Staff and many students acknowledged the positive impact these initiatives are having on student outcomes.



#### Collaboration for leaders enhances shared understandings amongst staff.

The principal describes the strong capability and professionalism of staff. They discuss establishing new learning communities to support collaborative leadership of school events and practices aligned with learning areas. The principal speaks with pride of these teams and the shared leadership by teachers and teacher aides. Other opportunities have recently been implemented for staff to collaboratively plan and discuss data. Teachers express appreciation for the provision of this time to work collegially with peers. They discuss these opportunities assists to build a shared understanding of curriculum expectations and knowing the needs of students.



#### The principal is investing in resources that support learning and engagement.

The principal expresses that maximising school resources is a deliberate approach to enhance community pride, belonging and learning. They describe creating an engaging physical learning environment through improved outdoor play equipment, renewal of classrooms and refreshed classroom resources. Staff convey they are well supported to enhance teaching approaches. Students articulate that they enjoy a safe and supportive environment through the school's engaging and interactive spaces. Staff, students and parents express appreciation for the investment in resourcing and beautification.



#### Community members express valuing the strong supportive connections.

Staff acknowledge the important connections the school creates with the community. They speak with pride about the opportunities for families and the community to connect with the school. Parents, students and staff speak highly of the opportunities for students to engage in learning beyond the classroom. Staff emphasise the importance of building visibility of culture and how emerging partnerships with Mununjali house and local artists are supporting this work. Students convey appreciation for the way staff support them in their learning and feel that staff listen to them. Parents and staff celebrate the offerings available in a small school and they speak of the school being their school of choice.