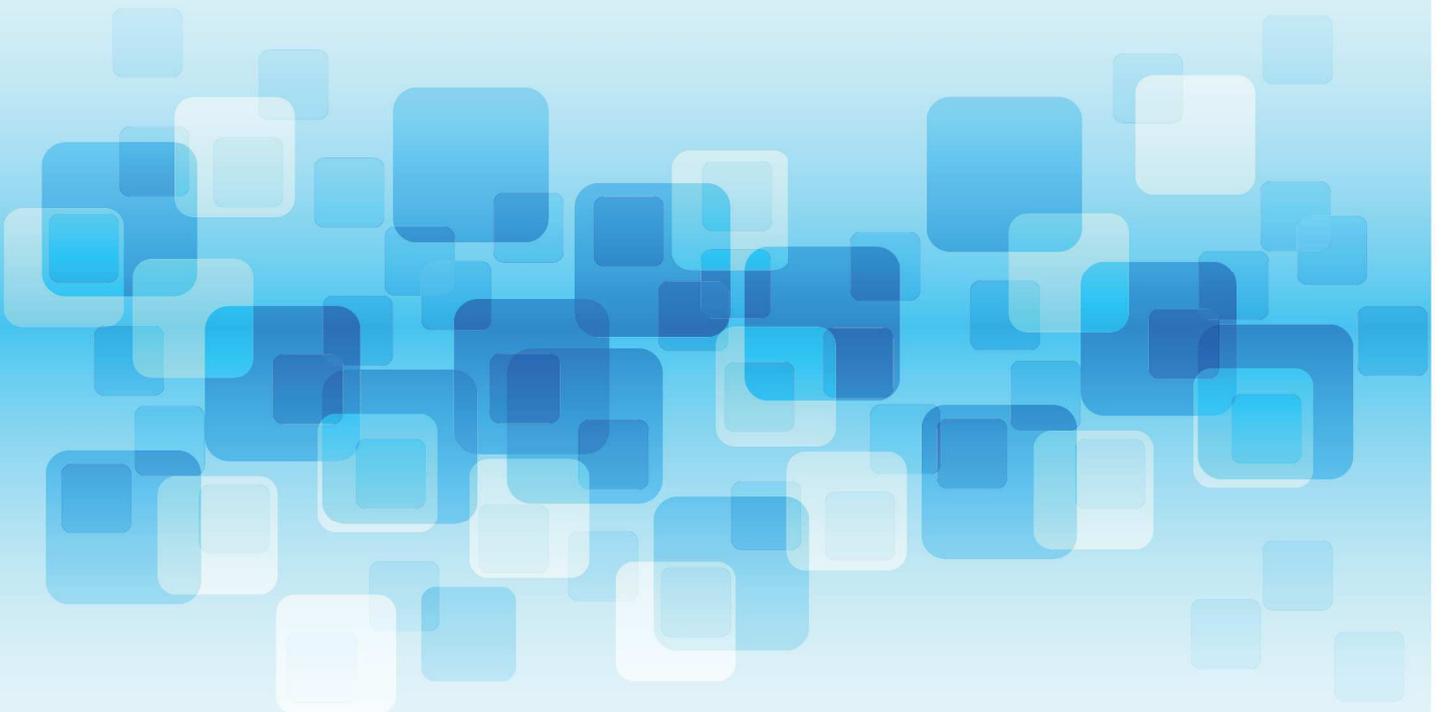




# School Improvement Unit Report

## Junction Park State School



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Junction Park State School from 11 to 15 February 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	50 Waldheim Street, Annerley
<b>Education region:</b>	Metropolitan Region
<b>The school opened in:</b>	1888
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	454
<b>Indigenous enrolments:</b>	2.4 per cent
<b>Students with disability enrolments:</b>	3.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1086
<b>Year principal appointed:</b>	2010
<b>Number of teachers:</b>	19
<b>Nearby schools:</b>	Yeronga State High School, Yeronga State School, Partners in Freeway Schools' Coalition – Holland Park State High School, Marshall Road State School, Wellers Hill State School
<b>Significant community partnerships:</b>	Annerley Brisbane City Council Library, Annerley Community Hub, Vulcana Circus
<b>Unique school programs:</b>	Stephanie Alexander Kitchen Garden Program, Homework Club with St Laurence's College, J Clubs – lunchtime activities, Art therapy program



### 1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy principal
  - Literacy and numeracy coach
  - Specialist teachers – music, health and physical education, languages, English as Additional Language or Dialect (EAL/D), art, Special Education Program (SEP), Support Teacher Literacy and Numeracy (STLaN)
  - 29 classroom teachers
  - 15 teacher aides
  - Parents and Citizens' Association (P&C) treasurer
  - 12 parents and community members
  - 70 students

### 1.4 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Jenny Hart	Internal reviewer, SIU
Peter Doyle	Internal reviewer, SIU
Stephen Bobby	Internal reviewer, SIU



## 2. Executive summary

### 2.1 Key findings

- The leadership team is clearly committed to improving student learning outcomes through the implementation of the school's explicit improvement agenda.

A clear vision is established for the school with staff and community members expressing knowledge of and support for the school's mantra '*a school with heart.*' Many staff, parents and the wider community express the view that the school is strongly valued within the community.

- The school has a diverse student population, including Students with Disability (SWD), refugee and English as an Additional Language or Dialect (EAL/D).

Inclusive responses planned by the school ensure the social, emotional and learning needs of all student groups are appropriately addressed enabling a lift in learning outcomes for all students.

- The positive tone of the school reflects a deep, school-wide commitment to purposeful learning which is evident in all classrooms.

All staff comment on educating the whole child and are highly committed to the individual learning needs of all students.

- The school is the hub for its local community.

Parents are strongly encouraged to be learning partners in their children's education with many opportunities existing to be involved in the life of the school. The school enjoys strong support among local residents, some of whom continue to maintain a connection to the school, despite not having children enrolled. Partnerships with the early childhood sector are yet to be developed.

- The school has commenced the process of documenting curriculum overviews for Prep to Year 6 based on the Australian Curriculum.

Curriculum into the Classroom (C2C) is used extensively for lesson plans, resources and assessment, by year level groups. Units of work are quality assured by the leadership team to ensure they align with the intent of the Australian Curriculum. The school is yet to develop a sequenced school-wide plan for curriculum delivery aligned with the Australian Curriculum.

- The school has a published data plan which outlines the timelines and topics for discussions between the school leaders and teaching staff.

Teaching staff outlined their knowledge of data assessment tools and timelines. A documented assessment plan is yet to be established.



- Collegial coaching is a professional learning strategy used to build teacher capacity.

Some teachers participate in this process, receiving feedback from a buddy teacher. There is an observation and feedback culture developing in the school where school leaders schedule visits to classrooms. Teachers express value in this process.

- Access to digital resources, connectivity and availability of student devices in classrooms to support learning is a challenge for the school.

The school's Parents and Citizens' Association (P&C) provides additional support for the school and is allocating funding this year to support the purchase of resources including digital technologies. Consultation with the school community and regional Information Communication Technologies (ICT) personnel is shaping the development of an ICT infrastructure and resource plan.

- There is a documented Professional Learning Plan that shows clear links to building the capacity of teachers and teacher aides to progress the explicit improvement agenda of the school.

A collaborative process for developing Professional Development Plans (PDPs) for teachers is complete. There is little evidence these plans are being enacted to drive improvements in professional practice. PDPs for teacher aides are yet to be completed.



## 2.2 Key improvement strategies

- Implement processes to ensure that a whole-school curriculum plan is collaboratively developed incorporating an explicit, coherent and sequenced plan for curriculum delivery with links to the Australian Curriculum.
- Collaboratively develop a school data collection schedule that is linked to the school's explicit improvement agenda and outlines roles and responsibilities, data collection tools to be used, expected timelines and measurable achievement targets.
- Continue to strengthen the observation and feedback culture across the school involving all teachers and members of the leadership team.
- In consultation with staff, school community and regional ICT support staff develop and implement an ICT infrastructure and resource plan to build staff and student capability in digital technologies.
- Embed authentic PDP processes with staff including teacher aides. Schedule regular meetings and improve monitoring processes to ensure all staff are developing their capacity in identified areas of professional practice.