

Pacific Paradise State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Pacific Paradise State School** from **27 February to 1 March 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Marilyn Moballe	Peer reviewer
Fred Hardman	External reviewer



1.2 School context

Location:	Menzies Drive, Pacific Paradise
Education region:	North Coast Region
Year opened:	1992
Year levels:	Prep to Year 6
Enrolment:	578
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	5.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1000
Year principal appointed:	Semester 2, 2016
Full-time equivalent staff:	36.26
Significant partner schools:	Bli Bli State School, Maroochydore State School, Maroochydore State High School, Coolum State School, Coolum State High School, Kuluin State School
Significant community partnerships:	SunnyKids, Crèche and Kindergarten (C&K) Mudjimba Community Kindergarten and Pre-School Assoc. Inc., Tadpoles Early Learning Centre, Goodstart Early Learning Centre, Little Sprouts Early Learning Centre, Riverside Early Learning Centre, Pacific Paradise Bowls Club, Parents and Citizens' Association (P&C), Maroochy North Shore Realty, Maroochy North Shore Lions Club, Bendigo Bank, Centro North Shore Shopping Centre, Mudjimba Surf Life Saving Club, Sunshine Coast Council, local dance companies and karate clubs
Significant school programs:	Transition coordinator, community engagement officer, school musical, dance program, Languages Other Than English (LOTE) Prep, and extension of program Years 3 to 6, music, sport, Professional Learning Community (PLC) Professional Development (PD) Plan, Playgroup, speech/language program, English as an Additional Language or Dialect (EAL/D) including Indigenous students (bandscaling)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), master teacher, Support Teacher Literacy and Numeracy (STLaN), head of inclusive services, pedestrian officer, 26 class teachers, eight parents, chaplain, 22 students, school librarian and guidance officer.

Community and business groups:

- Transition officer, community engagement officer, Parents and Citizens' Association (P&C) president and operations manager, tuckshop convenor, local real estate and local bowling club manager.

Partner schools and other educational providers:

- Principal of Maroochydore State High School, SunnyKids Childcare and Tadpoles Early Learning Centre.

Government and departmental representatives:

- Member for Maroochydore and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan Term 1, 2017	Improvement Agenda 2017
Investing for Success 2016 and 2017	Strategic Plan 2014-2018
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 2, 2016)
OneSchool	Mathematics Overview Term 1 2017
Professional learning plan 2017	School budget overview 2016 and 2017
School improvement targets	Curriculum planning documents
School pedagogical framework	Professional Learning Teams Tracking Tool
School data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
Year 3 Term 4 Plan 2016	School Opinion Survey
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Considerable changes in the leadership team over a period of time have previously created some uncertainty and teachers express gratitude for the emerging stability in the school's current leadership.

The recently appointed substantive principal is committed to providing long term stability for the school. Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices.

The school works to create an attractive and stimulating physical environment that supports and encourages learning.

The school grounds are tidy and well-kept and the classrooms are attractive and stimulating learning spaces. School pride is evident throughout the school and the school uniform is worn proudly by students. The classrooms are calm and high levels of student engagement and enthusiasm are apparent.

The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations.

Local early childhood providers currently prepare children for entry into the school and induction days are held to ensure that a smooth transition between kindergarten and Prep occurs. A playgroup involving up to 200 pre-school age children has existed for some years. This group aims to ensure that local children have access to the school on a weekly basis and will ultimately enrol in the school.

The tone of the school reflects a school-wide commitment to purposeful, successful learning.

Behavioural needs are dealt with through use of the Responsible Behaviour Plan for Students (RBPS). Some staff members indicate that the management of behaviour across the school is not always consistent. Staff members and students indicate that school-wide processes for the recognition of positive student behaviours are still developing.

The school has developed and is implementing a plan for the systematic collection of a large range of student outcome data.

Teachers indicate they follow the school's guidelines regarding collecting and recording of data. The leadership team identifies a need to review the data collection schedule to ensure the relevance and effective use of all collected data. Data is stored electronically and available to staff members through the OneSchool class dashboard. Teachers are in the early stages of using the class dashboard as the main vehicle with which to access and analyse class data sets. Teaching staff members articulate a desire to further develop their capacity to use data to direct improvements in student learning.



The school leadership team has established and is driving an Explicit Improvement Agenda (EIA).

The school leadership team is united and committed to improving learning and wellbeing outcomes for all students in the school through the clear communication of a narrow and sharp EIA. Teachers and community members report that they look forward to continued stability of school leadership positions to facilitate consistency of the improvement agenda and its translation to improved student outcomes.

The school leadership team keeps informed of research regarding effective teaching practices and recognises the need for effective teaching to improve student learning across the school.

Teachers are committed to the development of effective teaching and learning practices to facilitate consistent student improvement. School leaders and staff members recognise the importance of feedback regarding teaching strategies to continually improve practice.

Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing.

Staff members demonstrate and articulate a genuine belief that all students can learn and be successful. Parents and members of the wider community express the view that the professionalism and dedication of staff members is strongly valued within the community. Parents report that they find teachers welcoming and appreciate their willingness to engage with them in all aspects of their child's' education and wellbeing.



2.2 Key improvement strategies

Collaboratively define and communicate a narrow and sharp EIA which identifies key improvement areas with identified targets, agreed strategies for implementation, monitoring systems and timelines.

Review the school's RBPS to further develop strategies to promote appropriate behaviour and develop a more consistent approach to behaviour management across the school.

Engage all staff members in ongoing Professional Development (PD) to ensure their data literacy skills enable a deeper understanding of data to better inform differentiated teaching practice.

Develop a formal classroom observation and feedback culture involving all teachers to ensure that effective teaching strategies in-line with school expectations are embedded across the school.