

Surat 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 **Surat State School** from **23 to 25 February 2021**.

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.

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

1.1 Review team

Wayne Troyahn

Internal reviewer, EIB (review chair)

Lesley Vogan

Internal reviewer



1.2 School context

Location:	Robert Street, Surat	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 10	
Enrolment:	99	
Indigenous enrolment percentage:	21 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	15.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	949	
Year principal appointed:	Semester 2, 2013	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Special Education Program (SEP) teacher, nine teachers, Health and Physical Education (HPE) teacher, District Relief Teacher (DRT), Business Manager (BM), four teacher aides, 11 parents, Parents and Citizens' Association (P&C) president, chaplain, 27 students and Positive Behaviour for Learning (PBL) committee.

Community and business groups

- Surat Aboriginal Corporation (SAC), Surat Early Childhood Education and Care (ECEC) centre and Surat Library.

Partner schools and other educational providers:

- Principal Wallumbilla State School, principal Mitchell State School and Speech Language Pathologist (SLP) from Roma Centre for Learning and Wellbeing (CLAW).

Government and departmental representatives:

- Councillor Maranoa Regional Council, local development officer Maranoa Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017 - 2021
OneSchool	Data Plan
Professional learning plan 2021	Curriculum planning documents
School pedagogical framework	Professional development plan
Student Code of Conduct 2021 - 2024	School improvement targets
School Opinion Survey 2019	Data Wall
School based curriculum, assessment and reporting framework	Headline Indicators (October 2020 release)
Every student with disability succeeding – School data reflection	School Data Profile (May 2020 and October 2020)
School newsletters, Facebook page and website	



2. Executive summary

2.1 Key findings

Students describe their teachers as ‘fun, caring and supportive’.

Students articulate they enjoy coming to school to be with their friends, work with teachers, learn new things and participate in physical education and sport. Teachers understand that caring and respectful relationships underpin learning success and appreciate the rural small school context that enables them to build strong relationships with the range of students from Prep to Year 10.

Teachers speak confidently of the way they use data with their classes.

Some teachers display high level data literacy in supporting students. Teachers describe knowledge of the ability levels of all their students and use this to support differentiated practices in their classes. The analysis of a wide range of data is used in decision making and as a base for the development of the Annual Implementation Plan (AIP). Data is analysed over a period of time by the school and trends are reviewed.

Leaders articulate processes utilised to enact and monitor all priority areas in the strategic plan.

The AIP is aligned with the 2017–2021 Strategic Plan covering the four key priority areas from the strategic plan. The AIP contains strategies and actions under each priority area. Strategies outlined in the AIP are yet to include the precise actions and timelines for implementation of agendas to clearly communicate school expectations and direction for staff and the community.

The leadership team has activated a number of strategies focused on staff wellbeing and morale.

Initiatives include reviewing teacher workload and meeting schedule, developing clarity of roles, engaging with the High Performing Teams (HPT), acknowledging staff effort and developing school norms for above and below the line behaviours. A staff pulse survey focused on four areas of wellbeing is conducted each week and tracked and monitored over the month and year. Staff express they value the HPTs and the support provided to each other within the team. HPTs share a responsibility for whole-of-staff wellbeing and organising staff wellbeing activities each term. Staff members articulate a desire for a continuing whole-school focus on staff wellbeing, mutual trust and school collaborative practices.

Teaching staff express their support for the assistance they gain from the school’s professional learning program.

Key areas of the professional learning plan include focusing on building expert teaching teams. Walks and talks are completed by school leaders at regular intervals. School leaders provide feedback to some teachers. This practice is yet to be enacted consistently. Teachers articulate a desire for the school to enact a coaching and feedback framework. Some teachers complete informal observations of their colleagues’ teaching. The school is yet to



develop a collegial engagement framework that includes classroom-based learning, coaching and mentoring arrangements.

A commitment to students and meeting their collective and individual learning needs is apparent across the school.

Teachers readily discuss personalising success criteria for students and scaffolding their learning journey towards the required standard. Some teachers identify they find it easier to differentiate for those students who need support to reach the required standard than for those exceeding the standard. Teaching staff identify an opportunity for students to consolidate and challenge their learning and further their independence within these classes. Members of the leadership team articulate the need for a continued focus on building teacher capability to differentiate for the full range of students within their class including high performing students.

Leaders and teachers utilise consistent language to describe the school's pedagogy.

Leaders articulate that the school's pedagogical framework will be reviewed in 2021, based on ideas from the most current Department of Education (DoE) publications. The current school pedagogical framework is yet to precisely outline the expectations of documented pedagogical practices. Leaders outline how the school will be further refining the current pedagogical processes and practices to develop approaches that are unique to the school. Leaders speak positively of this new school direction.

High expectations for student achievement are apparent in conversations with members of the leadership team and staff.

Teachers articulate learning walls are pitched at the 'A' standard to provide clarity for themselves and students regarding what they need to know and do to reach a satisfactory and beyond standard. Teachers endeavour to make learning experiences accessible, engaging and challenging for all students. A 'Differentiation Cone' planning document is utilised to support teachers to identify individual student learning needs and what adjustments will be required to access the curriculum. Beyond the classroom curriculum, teachers provide a range of opportunities for students to develop their talents and passions.

Classrooms present as calm, safe and respectful with school priority agendas focused on providing a grounding in the basics and promoting intellectual rigour.

Leadership team members describe promoting a culturally competent ethos whereby all students, their histories and backgrounds are valued and high expectations exist. A belief is apparent across the school that students in this remote area deserve the same access to quality education and have the same ability to succeed as any student across the state.



2.2 Key improvement strategies

Establish explicit action plans and timelines for implementation of the strategic plan and AIP to guide staff in agreed school directions.

Collaboratively identify and embed strategies to build a whole-school culture of collaboration and mutual trust focused on student and staff wellbeing.

Collaboratively develop and implement a collegial engagement framework including classroom-based learning, and coaching and mentoring arrangements to enhance development of all teachers.

Develop strategies to further build teacher capability to differentiate for the full range of students within their class, including high performing students.

Review the current school pedagogical framework and develop a school guideline for expected pedagogical processes and practices unique to the school.