School Improvement Unit
Report

Prenzlau State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Prenzlau State School from 9 to 10 March 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>357 Prenzlau Road, Prenzlau</th>
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</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1894</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>69</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>4.3 per cent</td>
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<td>Students with disability enrolments:</td>
<td>1.4 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1027</td>
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<tr>
<td>Year principal appointed:</td>
<td>July 2012</td>
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<tr>
<td>Number of teachers:</td>
<td>3.5 (full time equivalent)</td>
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<tr>
<td>Nearby schools:</td>
<td>Minden State School, Tarampa State School, Lowood State School, Lowood State High School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Prenzlau Rural Fire Brigade</td>
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<tr>
<td>Unique school programs:</td>
<td>Sounds to Letters Program</td>
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1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Lead Principal
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal and three classroom teachers
  - Three teacher aides and one administration officer
  - Guidance Officer
  - Parents and Citizens Association (P&C) president and six parents
  - Six student leaders and seven students
  - Local Councillor
  - Prenzlau Rural Fire Brigade Chief

1.4 Review team

Bert Barbe           Internal reviewer, SIU (review chair)
Tim Youngberry       Peer reviewer
2. Executive summary

2.1 Key findings

- Parents and community members report that the school welcomes them as true partners in student learning.

Parents and community members identify that the school communicates effectively through multiple channels including email, social media, pinterest, class dojo, school newsletter and website. Parents report that each multi-age class teacher provides a term curriculum overview to families so they know the learning focus and can assist their child’s learning.

- An informal approach to coaching and feedback has been implemented.

Teachers visit each other’s classrooms and discuss teaching practices. The principal observes teachers in their classrooms and models best practice in the agreed pedagogy.

- The principal takes a strong leadership role in the consistent use of research based-teaching practices in all classrooms.

Teachers routinely integrate Explicit Instruction (EI) pedagogical methods, including gradual release of responsibility, learning intention and success criteria. The language used by teaching staff is consistent across the school and students understand how this pedagogy scaffolds their learning.

- The principal identifies that transitions into school and to high school could be stronger.

The early years’ teacher has taken a lead role in liaising with local early childhood providers to support positive transition to Prep. Transition to Prep is a developing area of activity. The current transition to high school program consists of orientation days. This is due to a high percentage of students transitioning to private schools.

- Differentiated teaching and learning is evident across the school.

There is clear evidence that in planning and delivery of their day to day teaching, classroom teachers are documenting and addressing the learning needs of every student in the class. Staff members have undertaken professional learning in Aus Identities to assist them to understand different learning styles and make adjustments to maximise student learning engagement.
All staff, students and parents have an overwhelming sense of belonging and obvious pride in the school.

There is a strong collegial culture of mutual trust and support between the principal and staff members. Conversations with staff, students, parents and community members confirm that the school is held in high regard by all members of the school and wider community.
2.2 Key improvement strategies

- Collaboratively develop and implement a systematic whole-school approach to coaching, and observation with verbal and written feedback for all teachers.

- Collaboratively develop an effective and appropriate process to monitor the consistent delivery of agreed pedagogical practices.

- Develop strategic transition to Prep and high school partnerships with local providers.

- Maintain the range of differentiated teaching and learning opportunities for the full range of students.