

Prenzlau 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 **Prenzlau State School** from **22 to 23 June 2020**.

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 Lead Principal 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

Christine Dolley

Internal reviewer, EIB (review chair)

John Collins

Internal reviewer



1.2 School context

Location:	Prenzlau Road, Prenzlau	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	59	
Indigenous enrolment percentage:	3.6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	1 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	26.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1007	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, three teaching assistants, guidance officer, Business Manager (BM), school officer, 10 parents and 20 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School improvement targets	School differentiation plan
Budget Overview report	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Growing Capacity at Prenzlau 2020	Curriculum Guide 2020
Annual Performance Development Plans	Assessment Data Collection – P-6
Reporting Procedures and Timelines Semester 1, 2020	School pedagogical framework



2. Executive summary

2.1 Key findings

The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.

School staff express their appreciation for the high level of support provided by the principal in meeting expectations for teaching and learning, and student engagement. Parents articulate their appreciation for the collaborative and consultative approach of the principal and staff. A strong sense of community is fostered through the implementation of 'Nature Play', 'Forest School' and multi-age approaches to learning. Students enjoy the opportunity to interact with each other across the year levels.

Curriculum planning is futures focused, with a target of full implementation of the Australian Curriculum (AC) in all learning areas by the end of the year.

The guiding strategy is to further develop a highly responsive and flexible approach to the delivery of the AC. Agreed actions include utilising the P-6 Curriculum for English in all classes to support planning and moderation. This aims to build consistency across all year levels for the three levels of planning. Investigating how the Forest School philosophy can authentically develop the general capabilities of sustainability, and critical and creative thinking is a priority.

The principal recognises that highly effective teaching incorporating a range of high-yield strategies is the key to improving student outcomes across the school.

Teachers identify routinely utilising a wide range of pedagogical practices in their teaching. Students speak of teachers 'using a lot of ways to help them learn'. The principal and teaching staff are undertaking research to collectively build deeper knowledge and understanding of effective teaching practice. The principal indicates there is a need to collaboratively review the current pedagogical framework to determine a set of agreed signature practices that all teachers will be expected to routinely utilise to enhance student engagement and learning.

The principal spends time working with teachers to improve their teaching practice, including modelling, observing and providing feedback on classroom teaching.

Teaching staff acknowledge the need to further improve their teaching practices to successfully engage all students and maximise learning outcomes. The focus in Semester 1 is building consistency across the school in implementing independent reading practices. The principal identifies the use of informal feedback processes to build trust. The development and utilisation of agreed formal observation and feedback processes to strengthen teaching practice across the school is an emerging process.



The principal and staff members articulate their commitment to enhancing learning outcomes for all students.

Teachers acknowledge the importance of using summative assessment data that is reliable and trustworthy. The principal expresses a commitment to help teachers continue to build their capability in effectively using summative assessment data to determine reliable Levels of Achievement (LOA) for all students. The principal articulates the importance of enhancing moderation opportunities with other schools to strengthen the accuracy and reliability of A to E data.

The principal and staff seek ways to enhance student learning and wellbeing by working collaboratively with parents, families and other educational organisations.

A number of early learning providers operate in the local area. The principal and teachers acknowledge the need to further enhance professional relationships with these early learning providers to strengthen Prep transition processes. The principal is committed to supporting transition programs and processes initiated by high schools to enhance the pathway of Year 6 students into junior secondary schooling.

Teaching staff articulate a common belief that all students can learn, are at different stages in their learning, and progress at different rates.

The school has a positive focus on empowering every student to experience academic success through inclusive practices that enable access, participation, purposeful engagement and yearly growth in learning. The principal expresses an intention to embed and extend processes and resources for the development of authentic multi-age differentiation practices for the full range of students, including higher achievers.

A significant feature of the school is its attractive environment that nurtures student wellbeing, engagement and opportunities for successful learning.

A variety of flexible learning spaces and resources are utilised by teaching staff to enhance student engagement and learning outcomes. Students articulate that they enjoy learning at desks, on beanbags, soft stools, ottomans and cushions, with computers and at round-whiteboard surface learning tables. A range of outdoor learning spaces is regularly utilised to encourage student engagement.

The school's Parents and Citizens' Association (P&C) is a small, dedicated group of parents and staff who work with the school to support students.

P&C members look for opportunities to enhance the sense of community that pervades the school and facilities that enrich student learning and wellbeing, including outdoor learning spaces and a partially covered, multi-purpose court. Regular tuckshop days are organised by the P&C and in 2019 it coordinated 125th anniversary celebrations. The exceptional work of the P&C was recognised in 2019 by P&Cs Qld when it won the prestigious 'P&C of the year for Band 5 schools' award.



2.2 Key improvement strategies

Collaboratively review the current pedagogical framework to determine a set of agreed signature practices that all staff will routinely utilise to enhance student engagement and learning.

Develop and implement agreed formal observation and feedback processes to strengthen school-wide teaching practices.

Facilitate further opportunities for formal moderation within and beyond the school to enhance consistency and confidence in teacher judgement.

Strengthen relationships with local early learning centres and high schools to enhance transition processes for pre-Prep to Prep and Year 6 to junior secondary.

Embed and extend processes and resources for the development of authentic multi-age differentiation practices for the full range of students, including higher achievers.