

Cecil Plains State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Cecil Plains State School** from **24 to 26 October 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

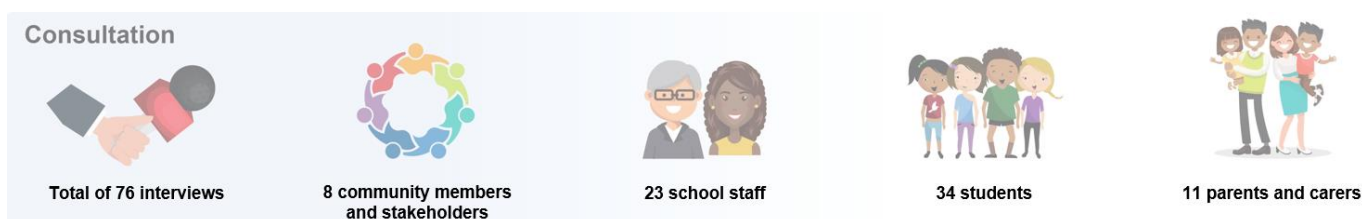
Louise Wilkinson

Internal Reviewer, SRR (review chair)

John Collins

External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Jagera, Giabal and Jarowair country and acknowledge the Giabal and Jarowair people.
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 9
Enrolment:	49
Indigenous enrolment percentage:	28.6%
Students with disability percentage:	18.4%
Index of Community Socio-Educational Advantage (ICSEA) value:	904

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **15 to 16 July 2019**. The school's ICSEA at the time of the 2019 review was identified as 930 and the school enrolment was 52 with an Indigenous enrolment of 13.5% and a student with disability enrolment of 5.5%.

The key improvement strategies recommended in the review are listed below.

- Narrow and sharpen the school Explicit Improvement Agenda (EIA) including explicit strategies and actions, timelines for implementation of actions and targets expressed in terms of improvement for student outcomes. (Domain 1)
- Develop school processes to address the accountability of all staff in meeting school and system expectations regarding work practices and relationships. (Domain 5)
- Collaboratively develop and implement school strategies to enhance opportunities for parents to partner with the school to support the learning and wellbeing needs of their child. (Domain 3)
- Develop a whole-school curriculum assessment and reporting framework that encompasses the three levels of planning and quality assures the vertical alignment of curriculum planning across multi-age classrooms. (Domain 6)
- Collaboratively review and enact the school's pedagogical framework to embed the agreed and precise pedagogical practices in classrooms. (Domain 8)

2. Executive summary

2.1 Key affirmations

‘Be the best you’ drives school improvement.

Staff demonstrate a shared commitment to doing what it takes for students to be successful. ‘Be the best you’ introduced in 2023 supports the Explicit Improvement Agenda (EIA), comprised of two areas: Culture that promotes learning and Systematic curriculum delivery. School Online Reporting Dashboard (SORD) data for Semester 1 shows that the majority of academic targets have been met or exceeded for all students. Attendance rates are close to relative schools and state-wide expectations for all student groups.

United, proud staff support the positive culture for learning.

Members of the teaching team demonstrate they are united in their determination to support every student to learn and achieve. Knowing students well and establishing working relationships are considered everyone’s responsibility and key to sustaining a positive learning and working environment. A strong, collegial culture of mutual trust and support is apparent amongst staff and leaders. Students acknowledge their teachers and other staff members care about them and expect them to do their best.

A coherent, sequenced whole-school curriculum plan is in place.

Leaders and teachers worked collaboratively with knowledgeable others to establish a coherent, sequenced whole-school curriculum plan. They have determined an implementation roadmap for the Australian Curriculum Version 9 (AC V9), commencing with English and Mathematics. Teachers express confidence in the progress they are making and expect to be ready for the new year. Curriculum is regularly shared with parents in the school’s newsletter and Facebook page, including learning activity photos and stories from each class.

The school is an integral part of the local community.

Building positive reciprocal relationships with key stakeholders for the benefit of student learning and wellbeing is prioritised. Some staff and parents are former students themselves and are highly invested in the school. Many members of the school community acknowledge that the recent 125th anniversary celebration was a special local event and well-attended.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Scale-up collegial engagement with a coalition of like-schools to support moderation processes and Quality Assurance (QA) of the Curriculum, Assessment and Reporting Plan (CARP).

Domain 2: Analysis and discussion of data

Strengthen teacher capability in using formative assessment data in conjunction with other data sets to inform differentiated teaching and learning practices.

Domain 6: Systematic curriculum delivery

Implement moderation processes for new unit plans, particularly in the early junctures, to refine the selection of pedagogical practices and teaching strategies to ensure teaching and learning is differentiated in response to students' learning needs.

Domain 8: Effective pedagogical practices

Embed an agreed whole-school approach to pedagogy, supported by capability development, for teachers to enhance their practice and provide learning that is engaging, challenging and supportive for every student.

Domain 7: Differentiated teaching and learning

Formalise the inclusion of differentiated practices and effective pedagogies being captured in curriculum planning to support all students to access, participate in, and progress through the curriculum.