School Improvement Unit
Report

Maroondan State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Maroondan State School from 17 to 18 August 2015. 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>Duke Stehbens Road, Maroondan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>North Coast</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1909</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>26</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>7.6 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>7.6 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>922</td>
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<tr>
<td>Year principal appointed:</td>
<td>2012</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>3</td>
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<tr>
<td>Nearby schools:</td>
<td>Gin Gin State School, Gin Gin High School, Wallaville State School, McIlwraith State School, Bullyard State School.</td>
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<td>Significant community partnerships:</td>
<td>Nil</td>
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<tr>
<td>Unique school programs:</td>
<td>Before school reading program, Daily Rapid Reading</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 Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two class teachers and specialists
  - Five teacher aides
  - Eight parents
  - 11 students
  - Parents and Citizens Association (P&C) representatives
  - Cluster principal representatives

1.4 Review team

Lyal Giles Internal reviewer, SIU (review chair)
Erika Hassett Peer Reviewer
2. Executive summary

2.1 Key findings

- The school has a narrow and explicit improvement agenda.

  A review of the school improvement agenda recently has led to establishment of an explicit and detailed school improvement agenda. This agenda is expressed in terms of specific improvements in reading. The school improvement agenda has been effective in focusing and to some extent narrowing and sharpening the whole school's attention on improving student learning outcomes in reading.

- The staff demonstrate a strong commitment to supporting students and improving learning outcomes.

  The ‘tone’ of the school reflects a school-wide commitment to successful learning. Students enter classrooms in an orderly and calm manner, immediately engaged in learning. Parents describe positive relationships with staff and reflect positively on the way teachers assist where difficulty occurs. Most staff demonstrate their dedication and passion for teaching through their respectful and caring interactions with students and other staff.

- Students demonstrate high standards of behaviour.

  The school uses School Wide Positive Behaviour Support (SWPBS) processes as a basis for the teaching of positive behaviours. School rules are *Maximising: Respect, Effort, Safety and Self-Responsibility*. Positive behaviour rewards are celebrated each term as students achieve the target behaviour goals. As a result of these practices, school behaviour has been maintained to a high standard.

- A whole school curriculum monitoring system is yet to be developed.

  The school is using the Curriculum into the Classroom (C2C) resources. Teaching staff expressed the challenges of inconsistencies in the core content, associated with teaching from multi-age units. A clear structure to monitor curriculum implementation is yet to be developed. The teaching staff are aware of this and are considering developments for the future.

- Staff have identified that they are receiving informal feedback about how they are performing their various roles.

  It is evident that there is a high level of commitment and enthusiasm demonstrated by staff for the improvement of student learning outcomes. The principal has previously conducted formal lesson observations and feedback to monitor the implementation of the key improvement agendas. This process has not yet begun this year.
• There is scope to better inform and engage parents as partners in their child’s learning and commitment to the school improvement agenda.

Parents are happy with the education that their child receives at the school. Some parents play an integral role in the supportive nature of the school. There is, however, scope for a more deliberate approach in building the capacity of parents and community members to be partners in student learning.

• The school’s pedagogical framework is not yet fully embedded across the school.

Staff are committed to continuous improvement in teaching practices throughout the school. The school has a documented pedagogical framework based on The Art of Science and Teaching¹. While staff identify that their teaching practices align with the elements of the framework, this has not been a direct focus of classroom practice.

• Student learning goals have assisted in aligning student improvement to the school improvement agenda.

Student goals are established and known by students and all staff through the use of the personal student target chart. Students are provided with strategies on how to achieve their term and yearly goals, and this information is communicated to parents via this chart. Student feedback for learning is evident in school-wide practice and the use of individualised learning goals are an effective tool across the school for personalised learning.

2.2 Key improvement strategies

- Continue to drive a sharp and narrow agenda for school improvement. Regularly evaluate the effectiveness of programs to ensure sustainable gains in student achievement.

- Continue to build the data literacy skills of all staff so they can confidently identify starting points for teaching, tracking, monitoring and analysing student learning and reflect on the effectiveness of their teaching and make adjustments in a timely manner.

- Review the whole school curriculum plan to ensure staff are aware of what to teach and when, including a whole school monitoring system to track the curriculum delivery. Continue to develop a moderation process that assists in guiding teacher judgement on assessment.

- Look at ways to inform and enable parents to be fully engaged as active partners in the learning of their children.

- Collaboratively review the pedagogical framework and provide whole staff with professional development to reflect the school’s preferred pedagogical practices.

- Implement a formal system of observation, coaching and feedback to build staff capacity and to ensure the full implementation of the pedagogical framework.