Mundubbera State School P-10

Executive Summary

School and Region Reviews

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Mundubbera P-10 State School** from **6** to **8 September 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Review team

Scott Medford   Internal reviewer, SRR (review chair)

Michael Josey   Peer reviewer

Laurelle Allen   External reviewer

1.2 School context

Indigenous land name:	Wakka Wakka
Location:	57 Bunce Street, Mundubbera, QLD 4626
Education region:	Central Queensland Region
Year levels:	Prep to Year 10 + KindyLinQ + ECDP
Enrolment:	250 (including 8 ECDP)
Indigenous enrolment percentage:	14.5 per cent
Students with disability percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	943
Year principal appointed:	2012

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two Heads of Department (HOD) – Teaching and Learning, Head of Special Education Services (HOSES), guidance officer, 20 teachers, Business Manager (BM), four administration officers, two cleaners, schools facility officer, information communication technician, agricultural studies assistant, 81 students and 22 parents.

Community and business groups:

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

Partner schools and other educational providers:

- Eidsvold State School principal, Gayndah State School principal and Mundubbera Kindergarten teacher.

Government and departmental representatives:

- Senior guidance officer, South Burnett youth health nurse, Councillor for North Burnett Regional Council and ARD.

2. Executive summary

2.1 Key findings

Staff value the community's involvement in providing support, learning experiences, and opportunities for all students.

Leaders, staff and the local community have a deep connection with their school, recognising the strong partnerships that exist between staff and students, the school and parents, and the school with the broader business community. Many staff members and parents recognise that a signature characteristic of the school is that staff know the students and their families well, enabling them to be highly responsive to the wellbeing needs of all students.

Staff speak with pride regarding the role they play in preparing students to be active members of their community.

The school commits to the mantra *'Inclusion is everyone's business'.* Priority is placed on the provision of age appropriate learning opportunities that are motivating for the range of student interests, learning styles, and abilities. Parents and students discuss that staff members know and actively develop a positive relationship with every student and use this information to adjust learning. Parents express the belief that the school commits to a philosophy of *'no child being left behind'.*

School leaders speak enthusiastically of the direction outlined in the Explicit Improvement Agenda (EIA).

Leaders articulate a strong vision and purpose for why the EIA includes the documented priority areas. Leaders communicate a desire to engage more often in classes to support and lead their teachers through EIA initiatives, and express a need to prioritise the strategic leadership of the school over the operational demands. The principal articulates the next steps are to develop the instructional leadership capability of all school leaders to drive the implementation of the school's improvement agenda.

Leaders recognise the importance of systematic collection and analysis of quantitative and qualitative data to inform strategic decision.

The Data Literacy Framework includes school expectations for the application of diagnostic data by teachers, including the identification of student abilities, triangulation with learning area/subject Level of Achievement (LOA), and informing curriculum planning and differentiated pedagogy. Leaders acknowledge teacher capability to apply the level of sophistication to data analysis that is required by the framework is variable. Additionally, leaders observe there is an opportunity to increase the rigour of whole school data analysis to identify trends and inform decisions.

The school is experimenting with displaying student academic achievement data.

Leaders create student data cards for students achieving an 'A' standard for English, mathematics, and/or science, and those achieving below a 'C' standard. Teachers speak

appreciatively of the inclusion of high achieving students. Leaders indicate the data wall is referenced during Annual Professional Develop Plans (APDP) discussions with teachers. A process that facilitates the co-creation of triangulated data displays to track the academic progress of all students over time, and promote collective accountability for student outcomes, is yet to be determined.

The school provides a comprehensive three levels of planning derived from the Australian Curriculum (AC) and delivered through Curriculum into Classroom (C2C) units.

Teachers confidently know where planning is located and have clarity on the curriculum content to be covered for all of the learning areas to be taught. The leadership team and staff recognise the importance of constructing learning experiences that are accessible, engaging and challenging for all students, particularly those that require enrichment and extension. Many teachers are aware of their responsibilities to adjust the content, learning sequence, task, and/or marking guide within C2C units to meet the needs of the students and local context. Many teachers express a desire for ongoing professional learning regarding the AC, planning, and assessment, and to have time to further collaborate and moderate units of work.

A range of pedagogical approaches are identified to be utilised in catering for students.

Some teachers discuss that past participation in quality mentoring and coaching, provided by regional personnel over a period of time, has deepened their knowledge and capability in Explicit Instruction (EI). They indicate they are now exploring a broader range of pedagogical approaches beyond EI through discussion, application, further reading, and professional learning. The leadership team and teachers recognise the importance of adopting a coordinated approach to modelling, mentoring, coaching and instructional leadership to build the deep understanding and pedagogical capability of classroom teachers.

Students express high regard for their teachers.

Students indicate particular appreciation for encouragement given to do their best. Staff members express commitment to building strong positive relationships with students and their families. Students articulate that the school supports them to be the best that they can be, whether it be in learning, sport, music, or any other endeavour. They note that teachers respect and encourage their opinions and are always willing to listen if they have a problem.

Teachers aspire to provide authentic learning experiences for students.

Parents communicate the school is respectful of the history associated with the town and the values connected with being active through sport. The school is recognised for the opportunities for students to engage in these areas through curriculum and extra-curricular activities. They indicate that teachers are enthusiastic and provide different and interactive ways for them to learn.

2.2 Key improvement strategies

Develop the instructional leadership capability of all identified school leaders, to drive the implementation of the school's improvement agenda.

Build the capability of teachers and leaders to systematically analyse student data within their daily practice to inform whole school, cohort, and classroom decision-making.

Co-create triangulated and disaggregated data displays to frequently track student academic progress over time, identify trends, and monitor the impact of the EIA on student learning.

Schedule collaborative planning processes involving teachers and identified leaders to engage in level 3 planning that ensures the full enactment of a contextual implementation of the AC aligned to authentically designed assessment tasks and marking guides.

Systematically implement consistent modelling and feedback of high-impact teaching practices aligned to the agreed Whole School Approach to Pedagogy (WSAP).