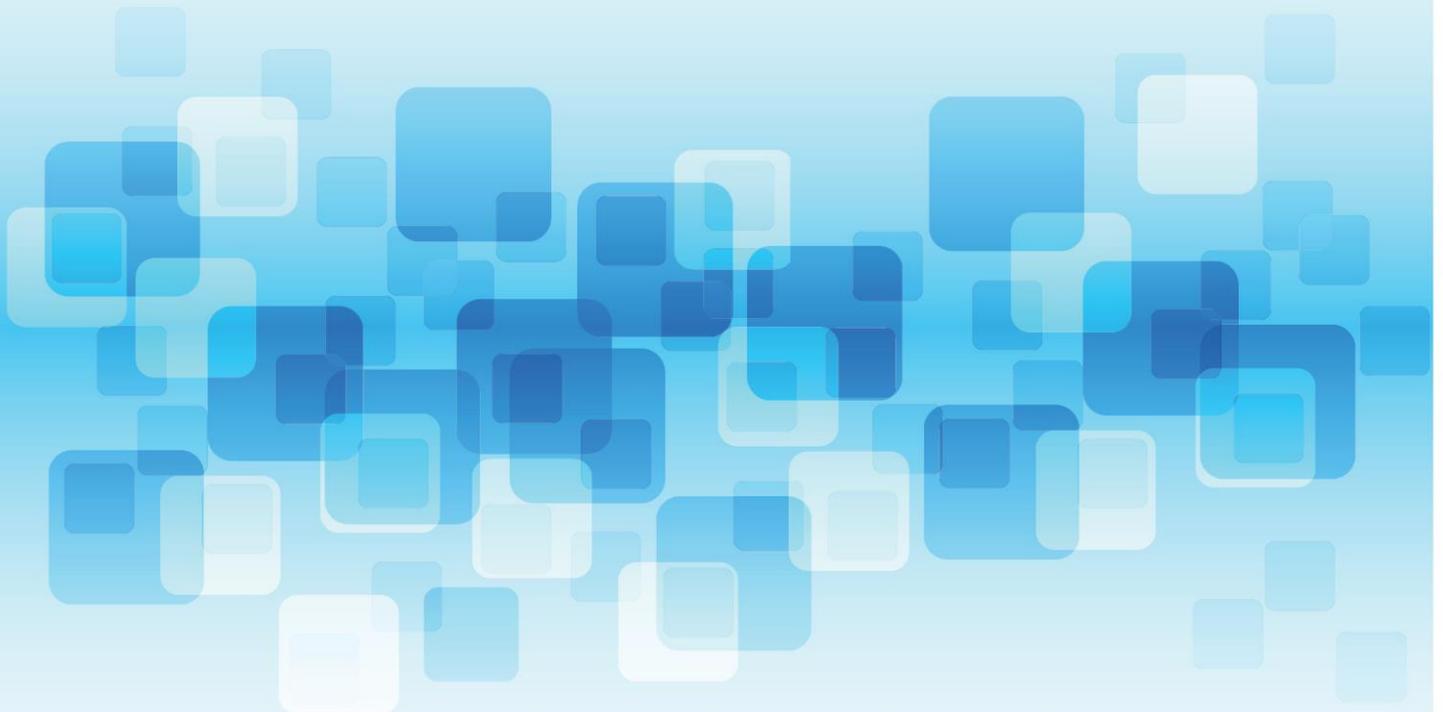




# School Improvement Unit Report

## Mundoo State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Mundoo State School from 2 to 3 June 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

<b>Location:</b>	100 Cardier Road, Wangan
<b>Education region:</b>	Far North Queensland region
<b>The school opened in:</b>	5 August 1895
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	29
<b>Indigenous enrolments:</b>	13 per cent
<b>Students with disability enrolments:</b>	6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	954
<b>Year principal appointed:</b>	July 2015 (acting)
<b>Number of teachers:</b>	2.84 (full-time equivalent)
<b>Nearby schools:</b>	South Johnstone State School, St Rita's Catholic School
<b>Significant community partnerships:</b>	Electricity Credit Union - school banking, Allied Health, Child, Youth and Mental Health Service (CYMHS), Autism Queensland, Sporting Schools, Vocational Partnership Group, Silkwood Mena Creek Sporting Association and Reef Guardians
<b>Significant school programs:</b>	Playgroup



### 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 classroom teachers
  - One special education teacher
  - Two specialist teachers
  - Three teacher aides
  - One non-teaching staff member
  - One administration officer (AO)
  - P&C President and treasurer
  - Five parents
  - 10 students
  - Local councillor
  - State Member for Hinchinbrook, Mr Andrew Cripps
  - Two community representatives
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### 1.4 Review team

Peter Cooper

Internal reviewer, SIU (review chair)

Kendall Seccombe

Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school principal and staff members are committed to improving learning outcomes for all students.

The school Annual Implementation Plan (AIP) identifies 11 school improvement priorities including: reading, writing, numeracy, attendance and transition. Regional benchmarks and schools targets inform the work of teaching staff and support the priorities identified in the AIP.

- The school has developed and is implementing a plan for the systematic collection of student data.

This includes test tool data and classroom assessments in the areas of reading, spelling, writing, numeracy, behaviour and effort. These are identified in the Mundoo State School assessment and monitoring schedule, 2016. Student learning data is discussed and analysed informally by staff members. Members of staff are able to articulate how they use data to identify starting points for teaching and to allocate students to learning groups in reading, number and spelling. A five week data cycle is used to monitor student progress in reading and numeracy and to inform next steps for teaching, intervention and allocation of students to groups.

- The school is motivated by the belief that all students are capable of successful learning. Positive and caring relationships are apparent in the whole-school community. A strong collegial culture of mutual trust and support is apparent amongst staff members.

All students and staff members have a sense of belonging, parents are welcomed and staff and students and parents speak highly of the school. Parents and families are viewed as integral members of the school community. The school places a high priority on building on the existing partnerships with parents to support student's learning.

- The principal gives a high priority to understanding and addressing the learning needs of students.

Processes are established to identify students needing additional support. Teacher aide time is used for individual targeted programs in speech and reading intervention, and for support with classroom learning through small group programs. The principal deploys Human Resources (HR) in a flexible manner in order to facilitate differentiated learning groups.



- Staff members are committed to the continuous improvement of their teaching practice. The school has a culture of collaboration and teamwork to promote student learning.

Teachers welcome constructive feedback. A formal mentoring or coaching framework is yet to be established. A documented learning plan is developed and aligned to the budget. The plan outlines professional learning to occur for staff members across the year to build capacity in most identified priority areas.

- The school is yet to develop an explicit, coherent and sequenced plan for curriculum delivery across the years of school which makes clear what, and when, teachers should teach and students should learn.

A school curriculum plan is identified by staff members as an important priority and is in the process of development.

- The principal and staff members place a high priority on ensuring that day-to-day teaching identifies and addresses individual learning needs.

Ability levelled groups in priority areas and the on-going, in-class, formal and informal monitoring of student learning is routine practice.

- The principal and staff members recognise that highly effective teaching is the key to improving learning throughout the school.

A formal school document identifying Explicit Instruction (EI) as the school's signature pedagogy and clear expectations relating to classroom practice and implementation of the pedagogy are yet to be developed.



## 2.2 Key improvement strategies

- Develop a narrow and sharp improvement agenda with achievable and measureable targets supported by appropriate resourcing.
- Collaboratively develop a school curriculum plan which addresses all subjects, is aligned with the Australian Curriculum (AC), considers the local context and is vertically integrated to provide a learning pathway from Prep to Year 6, for students in multi-age classes.
- Collaboratively develop and embed a school-wide pedagogical framework to clearly articulate signature classroom practices to enhance learning.
- Develop a school coaching and feedback framework.
- Provide PD in data analysis to staff members to inform teaching and learning.