

Mundoo 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 **Mundoo State School** from **17 to 18 November 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 Assistant Regional Director (ARD) 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

Sandra Perrett

Internal reviewer, EIB (review chair)

Helen Drew

Peer reviewer



1.2 School context

Location:	Cardier Road, Wangan	
Education region:	Far North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	41	
Indigenous enrolment percentage:	21.6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	7.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	923	
Year principal appointed:	Semester 2, 2015 - acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, pedagogical coach, Special Education Program (SEP) teacher, three teachers, Business Manager (BM), three teacher aides, school chaplain, 16 students, 10 parents and a volunteer.

Community and business groups:

- Parents and Citizens' Association (P&C) president, secretary and treasurer and Vocational Partnerships Group (VPG) Every Family officer.

Partner schools and other educational providers:

- Innisfail State College principal and Innisfail State School deputy principal–inclusion.

Government and departmental representatives:

- Mayor of Cassowary Coast Regional Council, State Member for Hill and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
Headline Indicators (May 2020 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2020	Inclusive Education policy
School Opinion Survey	Professional development plans
Coaching policy	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
Student learning and wellbeing framework	Parent and Community Engagement (PACE) Policy
School pedagogical framework and supporting documents	School based curriculum and assessment plan
Finding, reading, using and reviewing data	

2. Executive summary

2.1 Key findings

The principal articulates the importance of ensuring all staff members have a deep understanding of the Australian Curriculum (AC).

Moderation is recognised as a critical part of the planning, teaching and assessment cycle and a key strategy to building teacher knowledge of the AC. The school participates in internal and external moderation activities. The principal and pedagogical coach engage classroom teachers in a mid-point moderation activity, to focus teacher attention on what the students are able to do and are yet able to do, in line with the marking guides. The principal articulates the importance of incorporating a pre-moderation process within the unit planning time.

The school places a priority on ensuring that classroom teachers identify and address the learning needs of individual students.

The deputy principal works with the Special Education Program (SEP) teacher to support the inclusion of students with disability. The cluster placemat is utilised to support teachers to record the relevant achievement and engagement data for individual students. This document is used by the SEP teacher and principal to find the next area for improvement for individual students. Staff members express appreciation of the fact that they all know the students and will do whatever it takes to support every student to be successful.

The school has developed an explicit, sequenced plan for curriculum delivery, aligned to the AC version 8.

The principal articulates the importance of the three levels of planning to ensure all aspects of the AC achievement standards are being taught and assessed as required. Supporting the level one planning is the summative assessment – three-year cycle. The principal articulates year level plans support the school to quality assure the teaching and assessing of all achievement standards. There is yet to be a clear alignment between all year level plans and the summative assessment – three-year cycle overview.

The principal articulates the importance of building the capability of the teaching team to utilise highly effective teaching strategies.

A range of teaching practices is identified to be utilised in classrooms, including the 16 elements of Explicit Instruction (EI), student learning goals, guided and supported practice in skill development, direct teaching, inquiry-based learning and feedback to students. Teachers articulate that they have recently attended a Professional Development (PD) session on high impact teaching strategies and the power of feedback. Teachers are yet to articulate the range of high impact teaching strategies that they utilise in the classroom.



All staff members express appreciation for the data days.

Data days provide PD in data analysis to staff members to inform teaching and learning. Staff members are encouraged to utilise information gathered from the data analysis to inform instruction in the classroom. The pedagogical coach identifies the importance of completing the 'General Capabilities of Literacy' planning sheet at the start of the session. The principal and staff members identify this is new work and further support is required to create stronger links between data and the AC.

The principal articulates an ongoing focus on creating strong partnerships with parents, families and the wider community.

The attention on building, maintaining and re-establishing strong community links is recognised as a key aspect of the school in moving forward and this is supported by staff members and parents. The principal identifies the importance of continuing to build the profile of the school in the community to ensure they are considered as a school of choice in the local area. Community engagement is yet to articulate the use of social media as a strategy for enhancing the school's profile.

The school has developed a student learning and wellbeing framework that focuses on building the capability and resilience of students.

The school has established a safe, supportive and inclusive environment. The school is developing strong systems for early intervention associated with student wellbeing, through work led by the chaplain. In supporting the implementation of the framework, the chaplain facilitates weekly, dedicated lessons on wellbeing and resilience. The school chaplain facilitates lunchtime wellbeing activities to complement the in-class content for student wellbeing.

The Parents and Citizens' Association (P&C) encompasses a small, highly dedicated, long-term executive team.

The P&C works collaboratively with the school to support students in accessing a quality education. The P&C's focus, in consultation with the principal, has been on enhancing the access to Information and Communication Technology (ICT) infrastructure and resources. They work with the school and the wider community to undertake a range of fundraising activities. The school fete has become a much-anticipated event on the calendar, attracting crowds of approximately 300 people.



2.2 Key improvement strategies

Quality assure the full implementation of AC, with clear alignment between all levels of planning, and ensuring the intended curriculum is enacted for all year levels.

Further develop the data literacy of all staff members, building on the data day processes and creating strong links between formative assessment and the AC teaching and learning.

Further develop the capability of the teaching team to utilise a wider range of agreed, high impact teaching strategies, aligning the research with classroom practice.

Enhance further the profile of the school in the local area, including utilising social media, implementing actions to position it as a school of choice.