

McIlwraith 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 School Improvement Unit (SIU) at **Mcllwraith State School** from **27 to 28 June 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

John Collins	Internal reviewer, SIU (review chair)
Mark Thompson	Peer reviewer



1.2 School context

Location:	Mcllwraith Road, Mcllwraith
Education region:	North Coast Region
Year opened:	1934
Year levels:	Prep to Year 6
Enrolment:	21
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	983
Year principal appointed:	2009
Day 8 staffing teacher full-time equivalent (FTE):	2.0
Significant partner schools:	Wallaville State School, Maroondan State School, Gin Gin State High School
Significant community partnerships:	Gin Gin Library, Gin Gin Community Bank Branch – Bendigo Bank, Queensland University of Technology (QUT) preservice students
Significant school programs:	Literacy Links, Daily Rapid Reading (DRR), Reading Links



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, three teacher aides, Business Manager (BM), cleaner, 14 students, eight parents and vice president of Parents and Citizens' Association (P&C).

Community and business groups:

- Gin Gin Library.

Partner schools and other educational providers:

- Principal of Gin Gin State High School, principal of Maroondan State School and principal of Wallaville State School.

Government and departmental representatives:

- Councillor for Bundaberg Regional Council Division 3 and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2012-2015
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
School Opinion Survey	Curriculum planning documents
School improvement targets	Annual professional development plan 2019
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School enrolment package	Student assessment folios
School-based curriculum, assessment and reporting framework	Responsible Behaviour Plan for Students (reviewed November 2017)



2. Executive summary

2.1 Key findings

Staff members have built positive and caring relationships to promote successful learning.

Mutually respectful and inclusive relationships are apparent across the school community. The tone of the school is warm, positive and friendly, and reflects a school-wide commitment to successful learning. Classrooms exhibit engaging and stimulating physical environments that support and encourage learning. The school promotes and maintains an environment reflective of its high expectations that all students are able to learn successfully.

The Parents and Citizens' Association (P&C) is a small and dedicated group that works with the school to support all students.

The P&C drives a number of fundraising and community building events over the year including the flower drive for Mother's Day, music bingo night and end-of-year school community concert. Book swap day, a joint effort by the P&C and school, is viewed as a key event in promoting the joy of reading and fostering positive relationships across the community. Funds raised are directed towards subsidising the annual Prep to Year 6 camp.

The school has an explicit, coherent, sequenced plan for curriculum delivery in English.

The principal recognises the ongoing need to assist teaching staff to develop a deep understanding of the Australian Curriculum (AC) Version 8 and the Department of Education's (DoE) Prep to Year 12 curriculum, assessment and reporting framework (P-12 CARF). Staff of the school are developing a growing familiarity with and work within the school's shared curriculum expectations in English. The principal expresses an intention to progressively develop, document and implement an agreed AC-aligned whole-school curriculum plan for all learning areas and quality assure its enactment.

The principal focuses on building teacher and leadership capability to drive the school's Explicit Improvement Agenda (EIA).

The principal is conversant with evidence-based, high-yield teaching practices. Students identify some elements of key pedagogical practices. Teaching staff reference to the utilisation of these practices varies across the school. Teacher knowledge, understanding and use of high-yield teaching practices are yet to be consistent, reflecting a need to review the pedagogical framework and strengthen capability in its effective use.

The principal and teaching staff are committed to supporting student learning.

The principal understands the importance of assisting staff to become an expert teaching team as central to improving learning outcomes for all students. The embedding of a consistent approach regarding agreed pedagogical practices is yet to occur. An agreed



collegial engagement process involving formalised observation, feedback and coaching processes to quality assure agreed pedagogical practices is yet to be established.

The principal and staff outline a shared belief that all students are able to be successful learners, when appropriately motivated, supported and challenged.

Teaching staff work to engage all students in learning. There is a developing focus on challenging students to improve their own learning with strategic questions to promote critical thinking. An inclusion policy encompassing whole-school processes to guide staff in catering for the needs of all students, including those identified as high achieving, gifted and talented, students with disability, those experiencing difficulties in their learning, and other priority groups, is yet to be developed.

The principal and teaching staff value the analysis, discussion and use of data to inform differentiated teaching practices across the school.

Staff comment that informal data conversations occur regularly throughout the year. The principal reports that the school is striving to use data more effectively to monitor student progress and inform differentiation planning for identified students, including high achievers, students with disability, and those experiencing difficulty in their learning.

Staff and parents refer to the school as being ‘like a family’, sharing and supporting each other.

Parents express high levels of satisfaction regarding the quality of their child's education, the safe, supportive and disciplined environment, and their engagement as key partners. Students articulate their belief that this is a good school and that they have a strong sense of belonging and feel supported by teachers. Mutually respectful and inclusive relationships are apparent across the school community.

The tone of the school is warm, positive and friendly, and reflects a school-wide commitment to successful learning.

Classrooms exhibit engaging and stimulating physical environments that support and encourage learning. The school grounds are well presented and well maintained, and buildings are clean and tidy. Staff, students and community members exhibit pride in the school environment and this is reflected in their positive comments. The ancillary staff take pride in the work they undertake at the school.



2.2 Key improvement strategies

Progressively develop, document and implement an agreed AC-aligned whole-school curriculum plan for all learning areas and quality assure its enactment.

Review the current pedagogical framework to further build knowledge and understanding of high-yield teaching practices and provide Professional Development (PD) to strengthen school-wide teaching practices.

Collaboratively develop and implement formalised observation, feedback and coaching processes to quality assure agreed pedagogical practices.

Collaboratively develop an inclusion policy outlining whole-school processes to guide staff in effectively catering for the needs of all students, including those identified as high achieving, gifted and talented, students with disability, those experiencing difficulties in their learning, and other priority groups.

Jointly develop formal processes to effectively use data to monitor student progress and inform differentiation planning for all identified students, including high achievers, students with disability and those experiencing learning difficulties.