

McIlwraith State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mcllwraith State School** from **23 to 24 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Scott Medford Internal reviewer, SRR (review chair)

Len Fehlhaber Internal reviewer

1.3 Contributing stakeholders

Consultation



Total of 28 interviews



5 community members
and stakeholders



8 school staff



10 students



5 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Taribelang nation and the Taribelang people of the Taribelang language region.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	10
Indigenous enrolment percentage:	10%
Students with disability percentage:	20%
Index of Community Socio-Educational Advantage (ICSEA) value:	1006

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **27 to 28 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 983 and the school enrolment was 21 with nil Indigenous enrolment and nil student with disability enrolment.

The key improvement strategies recommended in the review are listed below.

- Progressively develop, document and implement an agreed Australian Curriculum (AC)-aligned whole-school curriculum plan for all learning areas and quality assure its enactment. (Domain 6)
- 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. (Domain 8)
- Collaboratively develop and implement formalised observation, feedback and coaching processes to quality assure agreed pedagogical practices. (Domain 5)
- 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. (Domain 7)
- 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. (Domain 2)

2. Executive summary

2.1 Key affirmations

A culture of supportive, authentic and caring relationships is a key feature of the school.

A sense of belonging and mutual respect between students, staff and parents is apparent. Parents proudly describe the strong focus on family and the community, and the principal's high expectations. Many members of the school community speak positively of the school and are highly supportive of the principal's approaches. They are appreciative of the direction of the school and the professionalism of all staff.

Teacher aides are highly valued paraprofessionals and partners in the teaching and learning process.

Teacher aides play an active role in supporting students with intensive and targeted intervention across the school. A co-teaching approach between teachers and teacher aides is employed. Teacher aides discuss their significant role in providing differentiated support for students every day. They articulate high levels of knowledge of students' learning needs and express appreciation for the principal in communicating needs and strategies to support students.

Students value the learning wall, calling it their 'third teacher'.

The principal discusses the significant work of staff and students to embed the concept of the third teacher through the use of learning walls. They express pride in students and staff surpassing the 2022 goal to familiarise and learn how to use learning walls, as well as for students to confidently engage with marking guides. Learning walls and supporting artefacts are visible in the classroom. Learning walls are dedicated to the current English, science and Humanities and Social Sciences (HASS) units. In 2022, 100% of students achieved a 'C' or higher Level of Achievement (LOA) in English.

Staff work with partners to provide learning experiences to foster a culture of being part of a community.

Partnerships are established with schools in the surrounding area of Gin Gin and the local town library to promote the value and benefits of reading. 'Paint Gin Gin REaD' is an annual event that many parties in the broader community are involved in. During the week of the event, children in the community are awarded free books from the library. Staff from small businesses in Gin Gin dress up as book characters to celebrate the week and advocate the importance of reading.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively develop action plans aligned to the Annual Implementation Plan (AIP) to guide the shared implementation of strategies that address school priorities.

Domain 2: Analysis and discussion of data

Build the data literacy of all teaching staff to analyse quantitative and qualitative information to inform teaching and learning.

Domain 6: Systematic curriculum delivery

Work with regional leaders to enact a sustainable contextually relevant AC, so that all students are able to access their full entitlement of the curriculum.

Domain 8: Effective pedagogical practices

Initiate collaborative cycles of inquiry to select and employ pedagogical practices to respond to the diverse learning needs of each student.

Domain 5: An expert teaching team

Formalise and routinely schedule opportunities for consistent PD opportunities with a select cluster of schools to assist the building of capability for all staff.