



School Improvement Unit Report

Mitchell State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Mitchell State School from 27 to 30 July, 2015. 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

Location:	105 Cambridge Street, Mitchell
Education region:	Darling Downs South West
The school opened in:	1876
Year levels:	Prep to Year 10
Current school enrolment:	128
Indigenous enrolments:	43 per cent
Students with disability enrolments:	6.25 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	881
Year principal appointed:	2009
Number of teachers:	14
Nearby schools:	Dunkeld State School, Mungallala State School, Roma State College
Significant community partnerships:	Mitchell Kindergarten, Allied Health
Unique school programs:	Stephanie Alexander Mi Kitchen Garden Project 'Paint the Town Read'



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Head of Curriculum (HOC)
 - 15 teachers
 - Ten teacher aides
 - School chaplain
 - Schools officer
 - Three partner primary school principals
 - 15 parents and community members
 - More than 30 students

1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Helen McCullough	Peer reviewer
Norman Hunter	External reviewer



2. Executive summary

2.1 Key findings

- The school leadership team has established and is driving a strong, focused improvement agenda for the school.

This improvement agenda is focused on a whole-school pedagogical approach, attendance, reading and numeracy, driven by the belief that every student can be successful.

- There has been substantial improvement in student behaviour data since the introduction of Positive Behaviour for Learning (PB4L) which is the basis for the school's approach to behaviour and wellbeing.

A team of teachers lead ongoing staff training and regular monitoring of behaviour data. The use of PB4L practices at the school is widespread but not yet consistent.

- A growing data culture is evident in the school.

The school leadership team clearly articulates the importance of data in relation to the school improvement agenda and uses a range of collection processes to support decision making. Most teachers engage in analysis and discussion of data in curriculum meetings as well as one-on-one meetings. Personalised learning plans allow every student to monitor their own progress in attendance and reading.

- The Explicit Instruction model has been adopted as the school's fundamental approach to pedagogy.

Evidence of teaching practice using the Explicit Instruction model is widespread. Currently this practice is not consistent across the school.

- Resources are allocated in a targeted manner to meet the learning and wellbeing needs of all students.

Teacher aide support in classrooms is substantial and highly valued by teachers, parents and students. School leaders actively pursue the recruitment and or training of suitably qualified staff to ensure the needs of students are met.

- The school leadership team sees the ongoing development of staff into an expert and coherent school-wide teaching team as central to strengthening student learning.

The expectation is conveyed that teachers are highly committed to continuous professional learning, and there is evidence that this is accepted by the great majority of teachers as integral to the school culture. A documented professional learning plan including mentoring and coaching, reflects the student learning priorities.



- Social and emotional learning has been identified as a priority to enhance student attendance and engagement.

Students are supported through a range of additional personnel and programs, including Mi Wellbeing, Mi Kitchen Garden and Bridge Builders, a recently introduced conflict resolution program. Students across the school express interest and enthusiasm for inclusion in the Bridge Builders program suggesting there is potential to nurture and strengthen student leadership in the school.



2.2 Key improvement strategies

- Ensure that initiatives adopted to improve student outcomes are consistently implemented and monitored across the school.
- Strengthen data literacy amongst all teachers.
- Explore innovative ways for students to access specialised teaching in the absence of specialist teachers at the school.
- Explore ways to further develop student leadership in the school particularly in secondary students.