Mitchell State School

Executive Summary
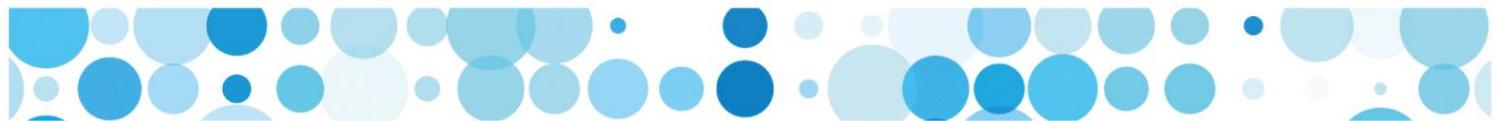
School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mitchell State School** from **26** to **28 March 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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Anthony Ryan	Internal reviewer, SIU (review chair)
Peter Grant	Internal reviewer
Judi Hanke	External reviewer

1.2 School context

Location:	Cambridge Street, Mitchell
Education region:	Darling Downs South West Region
Year opened:	1876
Year levels:	Prep to Year 10
Enrolment:	138
Indigenous enrolment percentage:	26.3 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	881
Year principal appointed:	2019
Day 8 Staffing Teacher Full-time equivalent numbers:	11 full-time teachers 0.2 FTE Industrial Technology and Design (ITD) 0.4 FTE home economics and the Arts
Significant partner schools:	Feeder schools – Roma State College, St John's Catholic School
Significant community partnerships:	Junior Rugby League Club, Mitchell community businesses
Significant school programs:	Speech Sound Pics (SSP), Mangahigh

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), Head of Special Education Services (HOSES), Speech Language Pathologist (SLP), school chaplain, 13 teachers, six teacher aides, grounds care officer, two cleaners, 25 parents and 53 students.

Community and business groups:

- President of rugby league club and local police officer.

Partner schools and other educational providers:

- Mitchell Early Childhood Education Centre (Kindergarten) and Roma State College.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 2, 2018)
Headline Indicators (Semester 2, 2018)	School budget overview
OneSchool	Curriculum planning documents
School Opinion Survey	School differentiation plan or flowchart
School improvement targets	Professional development plans
School newsletters and website	Responsible Behaviour Plan for Students
School data plan	

2. Executive summary

2.1 Key findings

The school team is committed to providing a quality education for all students.

School staff members hold a belief that all students are able to achieve and succeed with quality teaching and a focus on developing wellbeing. The school aims to provide students with real life learning opportunities through practical first-hand experiences founded in a rich language environment.

There is a strong feeling of belonging, with longevity of service at the school apparent.

Some staff and parents indicate that they are second generation members of the school community. The tone and appearance of the school reflects a school-wide commitment to successful learning. Positive and caring relationships are viewed as the key to successful learning and the leadership team and staff work hard to build mutually respectful relationships across the school community.

Staff, parents and students are able to clearly articulate the school's Explicit Improvement Agenda (EIA).

Staff members indicate that an agreed set of classroom practices aligned to the EIA is developing across the school. School staff acknowledge that competing agendas may require further clarity before the current EIA is fully embedded. A documented approach to the implementation and success of the EIA with identified targets, agreed strategies for implementation, success checks and timelines is yet to be clearly identified.

The leadership team works to facilitate a culture of collegiality and professional collaboration amongst staff members.

The principal and other school leaders recognise the importance of building networked relationships. The principal acknowledges that developing leadership density across the school will support the effective implementation of key school priorities. A strategic approach to identifying leadership qualities and capability of staff members is emerging as a priority.

Positive and caring relationships are identified as essential to successful learning.

The Responsible Behaviour Plan for Students (RBPS) documents a commitment to student learning and wellbeing and outlines processes for effectively managing student behaviour. A school Positive Behaviour for Learning (PBL) team guided by the deputy principal meets to lead implementation. Student behaviour data is collected and thoroughly analysed by the PBL team to identify school trends. All teaching staff members have undertaken profiling of the Essential Skills for Classroom Management (ESCM). Staff and community members articulate the need for greater consistency of practice with the implementation of whole-school processes regarding managing behaviour at the school.

The school leadership team acknowledges highly effective teaching as the key to optimising student learning across the school.

Explicit Instruction (EI) is identified as the pedagogical practice in the school. Some teachers identify EI and the associated 16 elements as the pedagogical practice in their classrooms. Some students articulate that some teachers consistently use the key tools of 'We are learning to' (WALT), 'What I'm looking for' (WILF) and 'This is because' (TIB) to focus them on the intended learning for the day. Staff members describe the existing pedagogical framework as not reflective of current school-wide classroom practice. The principal acknowledges the need to develop a current pedagogical framework that clearly communicates the effective high-yield teaching strategies to be consistently used throughout the school.

Staff members are united with the school leadership team in their commitment to improve teaching and learning for all students in their classrooms.

The principal supports a team approach and has restructured classes in 2019 to enable teachers to work in teams. Emerging informal opportunities currently occur for teachers to work together and to learn from each other's practices. Some teachers collaboratively plan, deliver and review the effectiveness of lessons. The leadership team acknowledges the importance of collegial engagement in an observation, coaching and feedback process. A formal and agreed collegial engagement framework to support improvement in teaching is developing through the school.

The school has embedded community partnerships that enrich students' learning experiences and opportunities.

Parents interviewed speak positively regarding the interactions they have with staff members. The school conducts parent information evenings and has enhanced the online presence of Facebook, in the promotion of the belief that parents and the school community are partners in student learning. The school actively seeks to engage parents, families, local businesses and community organisations in shared opportunities and practices to enhance student learning and wellbeing. Local sporting organisations have been engaged in implementing a code of conduct within their associations that consistently reflects the same behaviour expectations as the school.

The P&C actively supports the school leadership team, teaching and non-teaching staff.

There is a keen interest within the Parents and Citizens' Association (P&C) to be informed and consulted in relation to strategic planning and decision making that affects student learning and cultural change. The P&C acknowledges and appreciates the strong leadership provided by the principal. They consider this active partnership as a key to strengthening student outcomes and establishing a culture that supports a safe, caring and supportive teaching and learning environment.

2.2 Key improvement strategies

Utilise school performance data to collaboratively develop a narrow EIA that identifies a key improvement area with identified targets, agreed strategies for implementation, success checks and timelines.

Provide opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching.

Collaboratively review and refine the alignment of the RBPS, PBL and ESCM.

Collaboratively review and refine the pedagogical framework to identify high-yield strategies to be explicitly enacted across the school.

Collaboratively develop, document and implement a formal collegial engagement policy to facilitate a school-wide observation, coaching and feedback process that informs Professional Development (PD) requirements related to embedding the agreed pedagogical practice.