

# Maroondan State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Maroondan State School** from **5 to 6 August 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 Lead Principal 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

Lesley Vogan

Internal reviewer, SIU (review chair)

Scott Curtis

Peer reviewer



## 1.2 School context

<b>Location:</b>	Duke Stehbens Road, Gin Gin
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1927
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	43
<b>Indigenous enrolment percentage:</b>	nil
<b>Students with disability enrolment percentage:</b>	9.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	975
<b>Year principal appointed:</b>	2012
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	2.2
<b>Significant partner schools:</b>	Bullyard State School, McIlwraith State School, Wallaville State School
<b>Significant community partnerships:</b>	Playgroup
<b>Significant school programs:</b>	Daily Rapid Reading (DRR) program

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- School principal, two teachers, Business Manager (BM), six teacher aides, 26 students, three parents, and Parents and Citizens' Association (P&C) president, secretary and treasurer.

Partner schools and other educational providers:

- Early years coach, principal of Gin Gin High School, Principal Advisor – Australian Curriculum (AC) and principal Wallaville State School.

Government and departmental representatives:

- Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	Professional development plans
School pedagogical framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	School assessment and target schedule





## 2. Executive summary

### 2.1 Key findings

**The principal has established and maintained reading as the school's Explicit Improvement Agenda (EIA) throughout the four-year strategic plan cycle.**

Staff, students and parents all identify reading as the school priority area and are supportive of this focus. Following the 2015 review, the school developed a sharp and narrow agenda that is regularly evaluated for the effectiveness of programs and sustainable gains in student achievement. Student reading data in National Assessment Program – Literacy and Numeracy (NAPLAN) and reading benchmarking indicates the implementation of the school's sharp and narrow focus on the teaching of reading is effectively supporting student improvement.

**The school team demonstrates an unwavering belief that every student within the school is capable of being a successful learner.**

This is visible in the establishment of a supportive learning community based on values and beliefs and high expectations for behaviour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents that allows for a mutually respectful environment.

**The principal works with teachers and teacher aides to analyse student reading data.**

Time is set aside to discuss what the data indicates for student progress and how it informs next steps in teaching. Data discussions are included in staff meeting agendas. Teacher aides are involved in data discussions and have a sense of pride and ownership in their role of supporting student progress. A reading data profile sheet provides details of each student, their current reading level and their target reading level for each term. Individual student reading targets and goals are displayed on a certificate for students to take home and share with parents. Parents are appreciative of this information.

**The school utilises a range of curriculum planning documents to provide an overview for curriculum delivery that is aligned to the Australian Curriculum (AC) and resourced by the Curriculum into the Classroom (C2C) materials.**

To cater for the multi-age classes, the school accesses C2C year level plans covering science, Humanities and Social Sciences (HASS), technology, health and the Arts. This plan takes into account an approach to covering the AC every two years. A sequenced and coherent full-school curriculum plan covering all learning areas at the whole-school, year and classroom unit plan level is developing.

**All staff members have developed effective pedagogical approaches throughout their years of teaching and successfully utilise these practices within their classrooms.**

Staff are able to describe the strategies they use to support improved student learning and discuss the data that exemplifies these improvements. Teachers articulate using the Gradual Release of Responsibility (GRR) within their daily teaching practice. The principal identifies



GRR as the school's signature pedagogy. The deliberate and ongoing alignment and review of the school pedagogical framework with teacher classroom practice to ensure consistency of understanding and application of school expectations are yet to be part of the school professional learning suite.

**An observation and feedback process has commenced with teachers and the principal formally observing each other's practices.**

This model is moving towards a focus on expected pedagogical practice across the school. Teacher aides are viewed as an integral component to the teaching and learning process to support student achievement. Observation and feedback for teacher aides is yet to commence. Teacher aides express a willingness to receive formal feedback in relation to their practice.

**There is a genuine belief amongst all staff that all students are capable of learning successfully.**

The school demonstrates commitment towards all students and their academic success and wellbeing. Staff members communicate the importance of catering for the individual learning needs of students and incorporate inclusive practices throughout the school. Staff members articulate differentiation strategies to support students that are achieving below their year level or school benchmarks. There is less information in relation to the support of high achieving students.

**The school has a team of highly dedicated staff who take a collective responsibility for the learning and wellbeing needs of all students.**

Staff members speak positively of the collegial environment of the school and the ongoing informal sharing of ideas and resources. The principal is working with teaching staff members to build teacher confidence and capacity to utilise the skills required to support the learning needs of the students within their classrooms. Staff are committed to the continuous improvement of their professional practice. Teacher aides are highly valued members of the teaching team and work closely with teachers.

**The principal and staff members place a priority on building strong partnerships with parents and the local community.**

Parents are welcomed into the school and express the belief that the school environment is supportive of their child's learning and wellbeing needs. Parents who accept staff invitations and involve themselves within the daily activities of the school identify strong and respectful relationships as the real strength of the school.





## 2.2 Key improvement strategies

Develop and implement a sequenced and coherent full-school curriculum plan covering all learning areas at the whole-school, year and classroom unit plan level.

Review and redevelop the school pedagogical framework to reflect and inform the school-desired research-based pedagogical expectations for all staff.

Align the school observation and feedback process to school-expected pedagogical practice and include teacher aides in this process.

Collaboratively review differentiation processes to cater for the full range of diverse learners, including high performing students.