



School Improvement Unit Report

Maleny State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Maleny State School** from **13 to 15 September 2016**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

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

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Michelle Butler	Peer reviewer
Ken Swan	External reviewer

1.2 School context

Location:	Bunya Street, Maleny
Education region:	North Coast Region
Year opened:	1913
Year levels:	Prep to Year 6
Enrolment:	391
Indigenous enrolment percentage:	3.3 per cent
Students with disability enrolment percentage:	6.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1033
Year principal appointed:	2012

Full-time equivalent staff:	29
Significant partner schools:	Conondale State School, Montville State School, Maleny State High School, Ananda Marga River School
Significant community partnerships:	Maleny Swimming Club (P&C), Maleny Creche and Kindergarten, Good Start Early Learning Centre, Maleny Library, Maleny Dairies, Apex, Maleny Players, Local Church groups, Returned and Services League (RSL), Maleny Neighbourhood Centre
Significant school programs:	Mentoring Program, Maleny Rocketeers, Growing Excellence for Maleny Students (GEMS) – writing, mathematics, science, Minecraft, Makerspace – Code Club, Robotics Club, Scratch

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, literacy coach, innovation teacher, Support Teacher Literacy and Numeracy (STLaN), special education teacher, engagement and wellbeing teacher, 16 classroom teachers, guidance officer, five specialist teachers, Business Services Manager (BSM), administration officer, chaplain, Indigenous Elder, nine teacher aides, 14 student leaders and 11 students

Community and business groups:

- Parents and Citizens' Association (P&C) president, two executive members and 11 parents, Maleny Historical Society, Maleny Neighbourhood Centre and Sweet Chili Dance Group

Partner schools and other educational providers:

- Principal of Maleny State High School, Good Start Early Learning Centre representative

Government and departmental representatives:

- Local State Member, ARD



1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2016	Curriculum, assessment and reporting framework
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum planning documents	

2. Executive summary

2.1 Key findings

The tone of the school is calm, positive and friendly and there is a focus on the promotion of engagement in purposeful, successful learning.

Students, staff members and parents speak with pride regarding the school. Respectful, inclusive and caring relationships are reflected in the manner in which staff members, students and parents interact and in the language they use in formal and informal settings.

The school strategically applies its human, financial and physical resources to support the learning needs of the full range of students.

The school has engaged staff members with particular skills to develop teacher capability in priority areas including the literacy coach and the innovation teacher. School leaders acknowledge the need to maintain leadership expertise beyond the Investing for Success (I4S) funding period.

The school has developed a research-based pedagogical framework.

Through documentation and professional learning, the school leadership team has begun to establish and communicate clear expectations regarding the use of effective teaching strategies throughout the school. This work is ongoing. The curriculum leadership team has a strong commitment to improving pedagogical practices across the school.



The school leadership team encourages teachers to tailor their teaching to student need and readiness.

Teachers and support staff members, including the enrichment centre staff and Support Teacher Literacy and Numeracy (STLaN), assist teachers to differentiate unit plans. A range of intervention and extension programs is developed to support the individual learning needs of students. Systematic classroom differentiation is yet to be established in all classrooms.

The leadership team is committed to supporting teachers to enact high quality curriculum delivery processes.

A range of planning and assessment documents aligned to the curriculum plan guide teachers to implement the curriculum consistently and effectively. Assessment and moderation practices occur in year level teams each term. Teachers indicate they would like to be more skilled in this area.

An explicit, coherent, sequenced curriculum plan is developed.

All teachers are familiar with the school's shared curriculum expectations with most actively engaged and participating in its effective delivery. The overall embeddedness of the school curriculum is varied across the school. The principal acknowledges that continuity in curriculum leadership will be an ongoing priority for the school.

Clear progress has been made in the school-wide implementation of the consistent teaching of reading and writing.

Teachers and students are able to articulate the reading and writing strategies in use across the school. Teachers have increased capacity in utilising and analysing data to adjust teaching and improve student achievement.

2.2 Key improvement strategies

Explore workforce planning to maintain and build on existing leadership roles.

Develop staff member expertise in pedagogical knowledge and skills to embed agreed pedagogical practices in every classroom.

Explore and embed strategies for the systematic differentiation of learning in all classrooms for the full range of students.

Plan and implement strategies to improve teacher capability in assessment and moderation processes.

Provide ongoing Professional Development (PD) opportunities for all staff members to strengthen curriculum delivery and develop curriculum leadership density.