Maleny State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Maleny State School** from **28** to **30 April 2021**.

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.

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

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Bruce Torrens	Peer reviewer
Pam Hall	External reviewer

1.2 School context

Location:	Bunya Street, Maleny	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	406	
Indigenous enrolment percentage:	4.4 per cent	
Students with disability:	**Education Adjustment Program (EAP) percentage:**	9.1 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	9.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1047	
Year principal appointed:	2012	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), literacy coach, innovation centre teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, 21 teachers, Business Manager (BM), administration officer, 11 teacher aides, school chaplain, 31 students, 18 parents and two volunteer mentors.

Community and business groups:

- Parents and Citizens' Association (P&C) president and vice-president, Returned and Services League of Australia (RSL) representative, Brush Turkey Enterprises owner and religious education instructor.

Partner schools and other educational providers:

- Maleny State High School principal, Mapleton State School principal and Goodstart Early Learning Child Care Centre Maleny director.

Government and departmental representatives:

- State Member for Glass House and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plans
School data plan	Professional development plans
School Opinion Survey	School newsletters and website
Student Code of Conduct	Headline Indicators (October 2020 release)
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

The principal has developed a highly knowledgeable leadership team with a comprehensive range of skill sets to meet the needs of the school and the students.

The team works together to support staff members and students, and has built positive relationships with parents and the wider community. Their skills, knowledge and interests are utilised to build the capability of staff members and to support student learning and wellbeing. Teachers articulate high levels of respect for the leadership team, commenting that this is in response to the strategic direction from leaders and their support and presence in the teaching and learning process.

The school is recognised for the genuine relationships that are actively prioritised and promoted across the school community.

School leaders and staff members provide a safe, caring and highly engaging learning environment. The friendly, welcoming behaviour exhibited by school leaders, teachers and other staff members towards students and families is authentic and embedded. The entire school team is dedicated, loyal and committed to the school and its status within the community.

Members of the leadership team are focusing on Australian Curriculum (AC) learning areas, particularly English, and enhancing teacher understanding of the complexity of the AC.

The deputy principal has worked with teachers to engage in the alignment planning process, building teacher knowledge of the connection between the AC and the Curriculum into the Classroom (C2C) resources. Some teachers are able to describe the connection between the AC achievement standards and the C2C units and assessment tasks. Some new teachers are yet to engage in the alignment planning process. The leadership team and some teachers identify the need to continue to build their knowledge and understanding of the AC.

The principal and school leaders articulate the importance of the link between curriculum as the 'what' and pedagogy as the 'how'.

School leaders articulate that highly effective teaching is the key to improving student learning outcomes and are committed to developing precision in teaching and learning. The leadership team details an extensive and deliberate approach to the capability building of teachers regarding use of the Gradual Release of Responsibility (GRR) and learning walls. All staff members are committed to the GRR model as the school's signature pedagogy. Some members of the leadership team identify the importance of ensuring documents reflect current practice.

School leaders facilitate data discussions and provide high levels of support to teachers in data analysis.

Data is utilised by some teachers to establish starting points for student learning, identify effective strategies, monitor student gain and reflect on future learnings. Teacher capability in the analysis of individual and cohort data to generate strategies for continuous improvement of all students, and to monitor individual student progress, is continuing to emerge. Leadership team members are aware of the need to develop greater teacher capability to independently analyse and reflect on their teaching practices in response to data.

The leadership team is united, committed and explicit in relation to their core objective of improving the learning outcomes for all students in the school.

Through working with and supporting staff members to engage in this work, teachers and teacher aides are keen to follow the leadership of the principal and other school leaders. The school makes an effort to understand students, including current achievement levels and how these levels compare to previous results. The leadership team articulates how data is utilised to identify focus areas. How key data sets are utilised to monitor initiatives and targets is yet to be articulated.

Staff members demonstrate a deep understanding of the importance of positive, caring relationships to successful learning.

Positive Behaviour for Learning (PBL) is embedded within all school operations and high level awareness and prioritisation of student wellbeing are apparent. The leadership team and staff members are universally committed to consistent, whole-school implementation of PBL. The PBL team meets twice a term to ensure the continued effective implementation across the school, and analyses data to implement strategies to appropriately support the learning needs of all students. PBL focus behaviours are explicitly taught on parade and in classrooms, and unpacked in greater detail for families and the wider community.

A strong sense of care for 'the whole child' and providing quality student support are apparent across the school.

This is exemplified by the school's mentoring program. The school chaplain facilitates a mentoring program matching a trained mentor with a student. Students are identified by the teaching team in response to identified needs. The school has approximately 30 mentors, with some mentors involved in the program for many years.

2.2 Key improvement strategies

Further develop teacher knowledge of the AC, utilising a differentiated approach, focusing on planning, teaching and assessing the learning areas.

Refine and document the pedagogical principles, approaches and high impact strategies, including learning walls, to reflect current practices, and continue to build teacher capability in these areas.

Further develop teachers' data literacy skills and independence in utilising data to identify implications for teaching and improve student outcomes.

Develop and implement processes to monitor the effectiveness of initiatives and programs, including monitoring progress towards targets and undertaking a cost benefit analysis.