

# Macleay Island State School

## Executive Summary





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## 1.2 School context

<b>Indigenous land name:</b>	Jencoomercha (Quandamooka)
<b>Location:</b>	High Central Road, Macleay Island
<b>Education region:</b>	South East Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	153
<b>Indigenous enrolment percentage:</b>	17 per cent
<b>Students with disability percentage:</b>	20.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	936
<b>Year principal appointed:</b>	Term 3 2021



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Business Manager (BM), 11 teachers, 65 students and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Lions Club volunteers, KindyLinQ educator and community engagement officer.

Partner schools and other educational providers:

- Transition officer Victoria Point State High School and Bay Island Early Learning and Care (BIELC).

Government and departmental representatives:

- State Member for Redlands and ARD.

## 2. Executive summary

### 2.1 Key findings

**The leadership team identifies the importance of ensuring the school's Explicit Improvement Agenda (EIA) is responsive to emerging local learning and wellbeing needs.**

Staff express the belief that all students and teachers can achieve high standards when provided with time and the appropriate support. High expectations and early and ongoing intervention are observable throughout the school, and are viewed as essential by staff. Teachers articulate that they are developing purposeful engagement strategies that they can utilise to expand students' cognitive capacity, increase motivation and effort, and build a deep understanding of content. This is the predominant strategy for engaging students and developing a common language for instruction.

**Parents and community partners describe the school as a caring and supportive school that has teachers who 'will do anything' for students.**

Staff at the school are driven to be a champion for every child. Students articulate a clear understanding that when in class they are there to learn and work with the teacher to improve their learning. They communicate that they like coming to school because teachers care. Teachers are positive and supportive of each other at the school and articulate that they professionally engage in reflective and supportive collegial conversations and staff wellbeing support.

**A whole-school plan is developed for the provisioning of curriculum to make clear to teachers which learning areas will be covered and when.**

A whole-school approach to the planning and implementation of curriculum units, with alignment to the P-12 curriculum assessment and reporting framework (P-12 CARF) and coverage of the Australian Curriculum (AC), including composite units and Guides to Making Judgements (GTMJ), is emerging as teachers articulate the need to move away from Curriculum into the Classroom (C2C) tasks and assessments and align purely to the AC achievement standards. A whole-school plan is developed for the provisioning of curriculum to make clear to teachers which learning areas will be covered and when. English, mathematics, science, technologies and Humanities and Social Sciences (HASS) are taught by classroom teachers. The school uses the P-12 CARF as a reference for alignment of teaching and reporting requirements across learning areas.

**The principal and teaching staff identify reading and student engagement as the EIA.**

School leaders and some teachers are able to articulate school-agreed pedagogies and how this informs their teaching practice. The principal and teaching staff identify reading and student engagement as the EIA. Staff express a desire for consistency, cohesion and clarity from all school leaders to promote agreed upon school priorities. School leaders plan to review the EIA to define the roles, responsibilities and accountabilities of school leaders and staff members to ensure every student is succeeding.



**Quality Assurance (QA) processes and the strengthening of school-agreed reading pedagogical approaches are a school priority.**

School leaders express a desire to develop and strengthen the school's moderation practices to support teacher understanding of the AC achievement standards and quality assure assigned Levels of Achievement (LOA). Teachers articulate that the teaching of reading in classrooms is supported by a range of school-purchased programs. Some teachers utilise the Gradual Release of Responsibility (GRR) for modelled, shared, guided and independent reading to scaffold the phases of reading. A consistent approach to the teaching of reading, and tracking student progress to inform instruction is emerging.

**School leaders and experienced teachers lead the implementation of identified reading strategies.**

Teachers express an interest in engaging in peer observations to further develop practice. Some teachers receive verbal feedback from the observations of lessons. Teachers express an interest in engaging in peer observations to further develop practice. Some teachers discuss a desire to connect with other schools to engage in moderation processes or to observe teaching practices. Teachers are establishing their own additional professional support networks. Formal observation and feedback are yet to be apparent. Leaders acknowledge a desire to collaboratively develop an observation, coaching, mentoring and feedback model for all staff to focus on pedagogical school priority areas to develop expert teachers and deliver distributed curriculum leadership.

**A school priority is to continue Professional Development (PD) for staff to further deepen their understanding of selected assessment tools, and the analysis and interpretation of data.**

The principal discusses future plans to commence the additional release of teachers to participate in sessions to further develop how to respond to priority data. A Positive Behaviour for Learning (PBL) team collects and analyses student behaviour data to inform responses to support positive behaviour. Staff accredit the focus on positive data and accolades for students as signature practices of the school. Teachers collect qualitative data in relation to student behaviour. This data is analysed at a class level to provide proactive behaviour strategies to support students.

**Staff articulate the importance of using data to inform collaborative work to improve reading and LOA outcomes.**

School leaders and teachers have engaged in the triangulation of data. The school established a reading data wall as a result of the work with the region's Leading Learning Collaborative (LLC). The data wall is located in the staff meeting area to support the school's case management process. Whole-school disaggregated data analysis is being considered by teachers. Student identification classifications are utilised on data wall cards and support staff in understanding each student's background.



**The school has established partnerships that provide opportunities and care for students and families in the community.**

School leaders express appreciation of the historical partnerships and work tirelessly to align the services these groups provide to support the learning needs of all students. Staff members recognise the importance of working in partnership with parents and the wider community to maximise the learning outcomes for students. Teaching staff expend considerable energy in building positive partnerships with parents and community members as demonstrated by their efforts in being available for informal discussions and their involvement in community events.





## 2.2 Key improvement strategies

Develop, with regional support, a whole-school approach to the planning and implementation of curriculum units, with alignment to the P-12 CARF and coverage of the AC, including composite units and GTMJ's.

Review the EIA to define roles, responsibilities and accountabilities of school leaders and staff members to ensure every student is succeeding.

Develop QA processes and the strengthening of school-agreed reading pedagogical approaches aligned to the AC, and effective tracking of student progress.

Collaboratively develop an observation, coaching, mentoring and feedback model for all staff to focus on pedagogical school priority areas.

Refine and strengthen data discussions, ensuring they align with the school's priorities, generate strategies for further improvement, and further develop staff capability in interpreting A to E data.