Macleay Island 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 **Macleay Island State School** from **20** to **22 June 2018**.

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 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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
John Bosward	Internal reviewer
Jennifer Watson	Peer reviewer

1.2 School context

Location:	High Central Road, Macleay Island
Education region:	South East Region
Year opened:	1986
Year levels:	Prep to Year 6
Enrolment:	142
Indigenous enrolment percentage:	14.78 per cent
Students with disability enrolment percentage:	10.56 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	925
Year principal appointed:	Term 3, 2016
Full-time equivalent staff:	13.2
Significant partner schools:	Victoria Point State High School, Bay Island Early Learning & Care
Significant community partnerships:	Macleay Island Returned and Services League of Australia (RSL) Sub-Branch, Macleay Island Lions Club, Bay Islands Golf Club, Running Wild – Youth Conservation Culture, T Barclay Real Estate
Significant school programs:	Reading framework, writing framework, Cultural Studies, cross-curricular Information and Communication Technology (ICT), creative dance, instrumental music, Macleay Island Playgroup, Positive Behaviour for Learning (PBL), chaplaincy, reconciliation action plan - working party, breakfast club

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, Head of Curriculum (HOC)/master teacher, Special Education Program (SEP) teacher, Support Teacher Literacy and Numeracy (STLaN), ICT/librarian teacher, guidance officer, chaplain, cleaner, schools officer, seven classroom teachers, cultural studies teacher, four teacher aides, Parent and Citizens' Association (P&C) president, Business Manager (BM), 54 students and 19 parents.

Community and business groups:
- Breakfast club coordinator, Macleay Island RSL Sub-Branch representatives, T Barclay Real Estate representative, Running Wild Youth Conservation Culture representative and Macleay Island Police officer.

Partner schools and other educational providers:
- Principal and enrolment officer Victoria Point State High School and Bay Island Early Learning & Care Centre owner.

Government and departmental representatives:
- State Member for Redlands and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Teacher Induction Handbook
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
Annual Action Plan - PBL	Whole-School curriculum, assessment and reporting plan
School Pedagogical Framework	Student Reports Cards
School newsletters and website	School Opinion Survey
School Assessment Tools and Year Level Benchmarks	Responsible Behaviour Plan for Students
Reading – Agreed Instructional Routines and Practices	Maths – Agreed Instructional Routines and Practices
Writing – Agreed Instructional Routines and Practices	

2. Executive summary

2.1 Key findings

The leadership team and staff members are committed to improved learning outcomes for all students.

The principal works with staff to ensure a culture of high expectations and that all students are afforded the opportunity to learn and achieve successfully. An enthusiastic and supportive staff pursues opportunities to enhance the education of all students. Staff articulate the improvements they wish to see in student academic and social emotional outcomes.

Parents speak highly of the positive tone and quality relationships within and beyond the school.

The leadership team's commitment to building positive, caring relationships as an integral part of improving student learning outcomes reflects in the manner in which school staff, students and the community interact. Interactions between all staff members are highly positive and supportive. Staff interactions with students are respectful and caring. Parents are viewed as integral partners in their child's learning, with ongoing and emerging opportunities to engage in the life of the school.

The school's Explicit Improvement Agenda (EIA) reflects the school vision of *'Every Student Succeeding'*.

The leadership team is developing a shared responsibility for the implementation and monitoring of the EIA strategies. The team recognises that narrowing and clarifying roles, responsibilities, success criteria and timelines that link directly to the EIA strategies is an important piece of work to review and refine.

The school leadership team articulates that priority is given to analysing, discussing and using data to drive improvement in student learning outcomes.

Year level benchmarks for improvement in student achievement levels in the learning area of reading are apparent. Teaching staff identify that they engage in regular informal discussions relating to student achievement data. Processes to systematically evaluate and monitor the progress of the EIA are not yet clearly understood by all staff members.

School staff prioritise learning opportunities for students that are accessible, engaging and challenging.

The school has a sequenced whole-school curriculum, assessment and reporting plan for curriculum delivery across each year level that is based on Curriculum into the Classroom (C2C) and is aligned to the Australian Curriculum (AC). The Head of Curriculum (HOC) recognises that the development of a whole-school curriculum and assessment plan that includes 'A, B, C' cycles of learning area units, incorporating an explicit reading model is yet to be developed.

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The school leadership team recognises that the delivery of quality teaching practices across the school is vital to improving student learning outcomes for every student.

The school's pedagogical framework has been reviewed and updated in the past 12 months. The pedagogical framework promotes the school's values and beliefs and is structured around an evidence-based model of instruction that includes Archer and Hughes'[1] Explicit Instruction (EI) and Hattie's[2] Visible Learning. Teacher understanding of the pedagogical framework and its implementation is developing. The leadership team articulates that the expected practices from the pedagogical framework will be implemented across the school through ongoing Professional Development (PD), modelling and feedback.

The schools' leadership team understands and prioritises the importance of developing the capability of teachers and themselves as an expert teaching team.

Most teachers and teacher aides demonstrate enthusiasm to improve their skills in order to effectively support students and improve learning outcomes. Teaching staff and the leadership team indicate that areas for future development include regular observation and feedback regarding teaching practices in conjunction with coaching and mentoring opportunities related to the EIA.

The principal is committed to building a professional team of teaching and support staff that operates across all areas of the school.

The school faces some complexities due to its island location. The principal identifies that it is increasingly difficult to attract and maintain high quality teachers to the school. Conversations with staff and parents indicate an increasing frustration with the consistently high turnover of teachers in some year levels.

School staff members articulate the belief that all students are able to learn and achieve.

Teachers understand where students are at in their learning. Staff members demonstrate a deep knowledge of their students and seek to adjust programs to meet student needs. Students indicate that they feel that learning programs are at an appropriate level of challenge. Conversations with staff members indicate that high expectations, quality teaching, and appropriate academic and social support underpin student achievement.

Strong links between the school and wider community exist.

School staff recognise the value of positive partnerships with parents and the wider community. The school chaplain coordinates regular 'coffee club' mornings for parents, offering the opportunity to become involved in the life of the school. The Parents and Citizens' Association (P&C) works with a range of agencies to enhance services and opportunities for students and the community. Long standing partnerships with local businesses, community

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[1] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

[2] Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

groups and volunteers are highly regarded by the broader school community, adding value to the students' learning opportunities.

2.2 Key improvement strategies

Review, refine and clearly communicate roles, responsibilities, success criteria and timelines for the leadership team in driving the EIA including the sequencing and implementation of improvement strategies.

Further develop and refine school-specific targets for the priority improvement area of reading with accompanying expectations of how the data is utilised to measure, monitor and celebrate success.

Develop and implement a whole-school, sequenced curriculum and assessment plan that includes the school-agreed reading framework, aligned to the AC.

Review the expectations and refine the implementation of the school's pedagogical framework including the alignment and consistent use of EI in the teaching of reading and other learning areas.

Embed opportunities for all staff members to be involved in regular and systematic observation, feedback with coaching and mentoring processes to enhance teaching practice aligned to the EIA.

Develop a workforce plan, in consultation with regional Human Resources (HR) personnel, to ensure that high quality teachers and school leaders are attracted to and retained as part of the teaching team at the school.