Mulgildie State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Mulgildie State School from 6 to 7 August, 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Brigalow Street, Mulgildie</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland</td>
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<td>The school opened in:</td>
<td>1927</td>
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<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>37</td>
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<td>Indigenous enrolments:</td>
<td>Nil</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>2.7 per cent</td>
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<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>969</td>
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<tr>
<td>Year principal appointed:</td>
<td>2012</td>
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<tr>
<td>Number of teachers:</td>
<td>2</td>
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<tr>
<td>Nearby schools:</td>
<td>Monto State School, Abercorn State School, Monto State High School, St Therese Catholic School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Mulgildie Country Women’s Association, MICE (Monto Instrumental Community Ensemble), Monto Family Practice, Mulgildie Campdraft and Rodeo Association</td>
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<td>Unique school programs:</td>
<td>Early Literacy Foundation (ELF) and Phonological Awareness for Literacy (PAL), Big Day Out.</td>
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1.3 Review methodology
The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two class teachers and specialists
  - Two teacher aides
  - Three parents
  - Eight students
  - Administration officer
  - Parents and Citizens’ Association (P&C) president and representatives
  - Cluster principals

1.4 Review team
Lyal Giles Internal reviewer, SIU (review chair)
Beth Bufalino Peer reviewer
2. Executive Summary

2.1 Key findings

- The school staff are committed to student improvement and are focused on improving student results in attendance, problem solving and writing.

The principal and staff are united to improve student results with evidence of a school-wide commitment to student success. The explicit improvement agenda is stated as writing, attendance and problem solving. Attendance was clearly identified by staff and parents as a main area of focus, however the focus on problem solving and writing is not yet clear. The Annual Implementation Plan and school improvement agenda outline an additional eleven improvement agendas.

- There is strong evidence of collegial support among the staff who feel valued for the work that they perform.

There is a strong collegial culture of mutual trust and support among school staff. The principal establishes a strong sense of stability within the school and succeeds in promoting a culture with high levels of satisfaction in terms of stakeholders being valued partners.

- The school is implementing a range of data tools to monitor student outcomes.

The school has a published data plan for the collection of information using tools such as Progressive Achievement Tests (PAT) in reading, maths, spelling, vocabulary, grammar and punctuation as well as Words Their Way Inventories and the CQ3S. The principal is currently reviewing this process to reflect current practices and to align with regional expectations.

- Students are well behaved in an engaging and supportive school environment.

The school’s rules, Be Respectful, Be Responsible and Be Safe, are visible throughout the school and are identified and understood by all students and espoused by staff and parents. These rules form the basis for student behaviour expectations. There is strong evidence that student behaviour is managed well in the school within a supportive and inclusive environment.

- Curriculum into the Classroom (C2C) units are comprehensively used to provide a basis for the school’s curriculum.

The C2C units are used extensively for lesson plans, resources and assessment. The school has a documented curriculum plan which the principal identifies needs reviewing to meet the current context of the school. A whole-school practice is yet to ensure a clear alignment between the overall delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress.
• **Staff identify that they receive informal feedback about how they are performing within their different roles.**

  Previously the school has implemented a coaching and feedback process. This process has been discussed and is ready to progress in the near future.

• **The principal is committed to continuous improvement in teaching practices throughout the school.**

  The school has a documented pedagogical framework based on the Dimensions of Teaching and Learning. This framework is yet to be embedded in classroom practice.
2.2 Key improvement strategies

- Narrow and sharpen the school improvement agenda to reflect the school identified priorities so that staff can embed strategies and teaching practices consistently across the school. Develop explicit targets and timelines attached to the priorities to closely monitor school improvement.

- Continue to collect, record and analyse all student achievement data on the progress and needs of each student. Use this data to make judgements to address individual student needs, identify appropriate starting points for teaching and individualise teaching and learning.

- Review the previous coaching and feedback process within the school to ensure alignment with the school improvement agenda. Implement regular coaching and feedback sessions for all staff.

- Develop a whole-school curriculum plan in conjunction with parents and the community that is responsive to local needs. Share the school curriculum with the parents, families and the wider community. Evaluation of units should be documented to support the future development of quality units of work.

- Collaboratively review the pedagogical framework and refine the documentation to reflect the school’s preferred pedagogical practices.