

Millaroo State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Millaroo State School** from **19 to 20 November, 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

Stephen Bobby

Internal reviewer, SIU (review chair)

Judy Vidulich

Peer reviewer



1.2 School context

Location:	Cunningham Street, Millaroo
Education region:	North Queensland Region
Year opened:	1954
Year levels:	Early Childhood to Year 6
Enrolment:	9 – school age 3 – Kindy
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1003
Year principal appointed:	2013
Day 8 Staffing Teacher Full-time equivalent numbers:	1.68
Significant partner schools:	Burdekin Small Schools Cluster and Ayr State High School
Significant community partnerships:	<p>Queensland Police Service (QPS) – Adopt-a-Cop</p> <p>North Queensland Regional Early Years Coach</p> <p>Clare State School joint community events including Under 8's Day, Vietnam Veterans Day, Music Viva, Life Education Van and other visiting organisations</p> <p>Osborne State School – coaching/mentoring in literacy, principal support, curriculum, wellbeing and camps</p> <p>Adopt-a-Councillor</p> <p>Vietnam Veterans Association of Australia Burdekin Branch – annual commemorative day at Deep Creek Retreat</p> <p>Burdekin Festival of Arts president</p>
Significant school programs:	<p>Remote Kindy Program; reading; the Arts; weekly online science Years 3-6 with Osborne State School principal incorporating annual Years 3-6 science camp; IMPACT Centre – accessing online learning for extension in Science, Technology, Engineering and Mathematics (STEM) – coding and National Assessment Program – Literacy and Numeracy (NAPLAN) preparation for Higher Order Thinking Skills (HOTS); Life Education Van – Townsville; Rural Remote Educational Assistance Program (RREAP) – funding to support access to variety of arts, cultural, sporting, academic events</p>



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two classroom teachers, cluster Special Education Program (SEP) teacher, cluster Support Teacher Literacy and Numeracy (STLaN), regional early years coach, Small Schools Business Manager (BM), four teacher aides, cleaner, school bus driver, six parents and nine primary students.

Community and business groups:

- Two Parents and Citizens' Association (P&C) executive representatives.

Partner schools and other educational providers:

- Principal Ayr State High School.

Government and departmental representatives:

- Mayor of Burdekin Shire Council and acting ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	Cluster Curriculum Plan (2018 – 2022)
School Opinion Survey	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2018	Professional development plans
School pedagogical framework	School newsletters and website
School data assessment schedule	Responsible Behaviour Plan for Students
Headline Indicators (2018 release)	School Data Profile (Semester 2, 2018)



2. Executive summary

2.1 Key findings

All staff members articulate a genuine belief that all students can learn and be successful.

It is apparent that the teaching team works hard to create and maintain classroom environments that are supportive of students and conducive to learning. All staff members articulate an expectation that every student can learn and achieve positive outcomes. Classrooms are predominantly orderly and inviting with displays of student work that largely match the current learning focus.

A desire to realise a culture of continuous professional improvement is apparent across the school.

A range of professional learning opportunities are offered to teaching staff throughout the year. These include cluster Professional Development (PD) sessions, school professional development day programs and programs linked to regional and systemic priorities. PD funding is allocated to provide mandatory training requirements for all staff members, key professional learning opportunities aligned to the Explicit Improvement Agenda (EIA), and some specific role-related training for individuals.

The principal and staff members espouse a commitment to improving learning outcomes for all students.

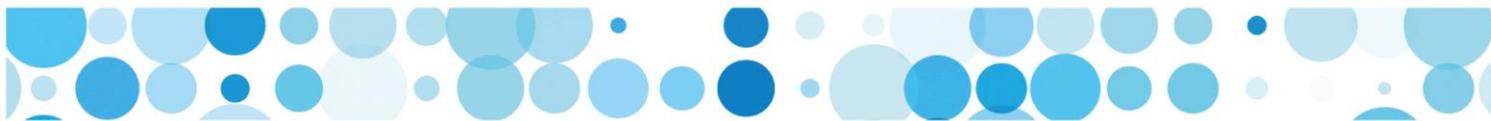
The EIA articulates reading and writing as the focus areas for improvement. The principal and staff members are working to implement this EIA. Staff members articulate the view that further clarity reading the way the school is to deliver the reading and writing agenda would be appreciated. All staff members are able to identify the improvement agenda priorities.

Reading and writing are the focus areas of the school.

A range of teaching practices is utilised to engage students in reading and writing learning experiences with commonly agreed ways of teaching yet to be established and embedded across the school. A clearly defined narrow improvement agenda for reading and writing with key actions, strategies, accountabilities, PD, responsible officers, targets and timelines for review is yet to be enacted.

The importance of whole-school communication and organisation is acknowledged by staff members and parents.

The 2018 School Opinion Survey (SOS) results indicate that staff morale and communication declined from previous years. Most staff members express a degree of concern regarding communication interactions within the school. Staff members articulate the view that improved clarity of directions, consistency of action and clear communication regarding decision making will contribute to better outcomes for students and staff wellbeing. This is acknowledged by the principal as an area to be collaboratively reviewed with all staff to ensure that key messages are well framed, positively received, understood and enacted.



Students and staff are able to articulate the philosophies inherent to the Positive Behaviour for Learning (PBL) elements outlined in the Responsible Behaviour Plan for Students (RBPS).

During the review it is apparent that most students display appropriate behaviours in the school setting. Most school staff and parents report that further work is required to be undertaken to establish consistently implemented, whole-school processes for effectively managing student behaviour. Some frustration is expressed by staff members and parents regarding the consistent implementation of practices outlined in the RBPS. Staff members indicate that clear understanding of minor and major behaviours and appropriate consequences will lead to more consistent implementation of the school's RBPS.

The principal articulates an understanding of the importance of reliable student data as vital to guiding improvements in student learning.

Discussions regarding student learning and assessment data are yet to be a focus of staff meetings. The principal outlined a process of conducting mini inquiry cycles where an individual student's data and the implications for differentiation are discussed and then documented is the preferred future model. This model is yet to be shared with other members of the teaching team. Ongoing in-depth discussions regarding teaching practices, trend data or tracking data over time are less apparent.

The school utilises the Curriculum into the Classroom (C2C) resource as a key driver for the implementation of curriculum within the school.

The school, as part of the Burdekin Smalls School Cluster has developed a whole-school curriculum overview that follows a four-year cycle. This overview is yet to be used to inform what is to be taught and when it is to be taught by teachers in all learning areas. Unpacking of the overview and clear, documented alignment between the curriculum overview, term overviews and classroom teaching programs is yet to be developed.

A Remote Kindy Program is utilised by the community at the school.

The kindergarten is funded and staffed through targeted funding in the school budget. This full-day service is offered on a rotational five day fortnight. Teaching and support staff have undertaken kindergarten curriculum training. A partnership with North Queensland region early years coach provides access to additional teaching and curriculum support through online webinars, conferences and observational visits. Parents report the kindergarten is a valued program building connections between the community and school. Kindy students and parents develop early relationships with the primary teachers and teacher aides prior to the Prep transition program.



2.2 Key improvement strategies

Narrow and sharpen the EIA in reading and writing with all staff members to clearly define agreed non-negotiable teaching practices relating to this agenda.

Develop, document, communicate and monitor the roles and responsibilities for all staff members with clear expectations and accountabilities aligned to the EIA.

Review all communication and interaction protocols to ensure they are respectful, timely, and professional so that they contribute to a common purpose and direction.

Collaboratively revisit the RBPS to develop agreement regarding school-wide processes for the management of appropriate and inappropriate behaviour and ensure consistent implementation.

Provide time and structures for in-depth staff discussions regarding systemic and school-based achievement data that allows for the development of individualised strategies for continuous improvement of student outcomes.

Enhance the whole-school curriculum plan to detail what and when teachers are to teach and what students should learn across all subject areas and years of schooling, including the development of unit plans.