School Improvement Unit
Report

McIlwraith State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at McIlwraith State School from 17 to 18 February 2016. 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>322 McIlwraith Road, McIlwraith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>North Coast Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1934</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>16</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>nil</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>nil</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1028</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2005</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>1.94 (full-time equivalent)</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>nil</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Robotics</td>
</tr>
</tbody>
</table>
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
  - Parents and Citizens’ Association (P&C) treasurer and secretary
  - Four parents/carers
  - 10 students from Prep to Year 6
  - Support Teacher Literacy and Numeracy (STLaN)
  - Guidance officer
  - Three teacher aides
  - Administration officer
  - Local Councillor for Bundaberg Regional Council, Mr Wayne Honor
  - State Member for Callide, Mr Jeff Seeney
  - Principals of Gin Gin State High School
  - Principal of Maroodan State School
  - Principal of Wallaville State School

1.4 Review team

Andrew Helton Internal reviewer, SIU (review chair)

Ian Rathmell Internal reviewer, SIU
2. Executive summary

2.1 Key findings

- The school is driven by the belief that every student is capable of successful learning.

  A high priority is given to ensuring that the school upholds the traditional values of the community. There is a high level of trust across the community. Parents and families are valued partners and work cooperatively to achieve the school’s goals.

- There is a strong collegial culture of mutual trust and support among staff members.

  It is evident that there is a high level of commitment and enthusiasm from all members of the school team, comprised of the principal and teacher aides, to improve student learning outcomes. Staff members are united and value their ability to work as a team.

- The school works to maintain a learning environment that is safe, respectful, tolerant and promotes intellectual rigour.

  There is a high level of trust across the community. Parents and families are valued partners and work cooperatively to achieve the school’s goals. A culture of innovation and enquiry is created by the school’s national award winning robotics program. Links are also made with local educational institutions such as the Bundaberg campus of the Central Queensland University (CQU).

- The school is effective in ensuring high levels of student achievement and improvement in academic performance.

  The school has recorded a high level of attainment in National Assessment Program – Literacy and Numeracy (NAPLAN) scores. National Minimum Standard (NMS) improvement, relative to the nation (2008 – 2015) indicates that this school is performing at a level above Similar Queensland State Schools (SQSS) in all areas.

- The school has developed an explicit improvement agenda which aligns to regional expectations.

  The school’s improvement agenda includes a focus on reading, numeracy, Upper Two Bands (U2B) and attendance. The school has listed targets for each of these regional priorities within the school’s strategic plans. There is some evidence of alignment between school priorities and regional expectations. It is not yet clear how these priorities align to the needs of students. All members of the school community are united to drive improvement in teaching and learning primarily focused on reading.
• The school identifies the need to develop a whole-school curriculum plan to support the alignment of curriculum experiences across the school.

The school has a comprehensive range of overviews for all subject areas across the year level groupings of the school for 2016. These overviews use independent learning materials from the Curriculum into the Classroom (C2C) resource and align with the Australian Curriculum (AC). The principal has indicated that a systematic curriculum delivery plan is yet to be developed.

• Staff members are committed to improving the effectiveness of curriculum delivery to improve outcomes to standards aligned to the achievement standards of the AC.

Staff members regularly discuss student learning and wellbeing informally. Members of the teaching team acknowledge the need to develop a more formal approach for moderation across all subjects within the cluster to inform the consistent delivery and monitoring of the curriculum.
2.2 Key improvement strategies

- Review the school’s current strategic documents to align the stated priorities to match existing student learning needs.

- Develop a curriculum plan that provides a schedule for the delivery of units across the school to meet the needs of all students including multi-age groupings.

- Explore the use of moderation processes beyond the school to build consistency and confidence in judgement.

- Refine the current improvement agenda to ensure a sharp, narrow and deep focus with achievable, measurable targets and timelines.

- Investigate opportunities to engage in feedback and coaching to further develop leadership capacity.