Montville 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 **Montville State School** from **12 to 14 June 2017**.

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 which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Phillip Savill	Peer reviewer
Shane Wilkie	Peer reviewer

1.2 School context

Location:	Main Street, Montville
Education region:	North Coast Region
Year opened:	1896
Year levels:	Prep to Year 6
Enrolment:	99
Indigenous enrolment percentage:	2.0 per cent
Students with disability enrolment percentage:	2.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1056
Year principal appointed:	2012 (June)
Full-time equivalent staff:	6
Significant partner schools:	Maleny State High School, Range to River Cluster: Montville State School, Mapleton State School, Conondale State School, Maleny State High School, Maleny State School, Kenilworth State School Super Sixes Cluster: Conondale State School, Eudlo State School, Mt Mee State School, Mt Kilcoy State School, Peachester State School, Montville State School
Significant community partnerships:	Montville Village Association, Stephanie Alexander Kitchen and Garden Foundation
Significant school programs:	Stephanie Alexander Kitchen and Garden (SAKG), Prep Buddies Program, Reading Blocks, Languages Other Than English (LOTE) Program – Japanese – Prep to Year 6

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), guidance officer, Business Services Manager (BSM), Information and Communication Technology (ICT) teacher, Stephanie Alexander Kitchen and Garden (SAKG) teacher, Language Other Than English (LOTE) teacher, music teacher, five classroom teachers, five teacher aides, kitchen and garden specialists, Parents and Citizens' Association (P&C) president, vice president, secretary and treasurer, tuckshop convenor, uniform shop convenor, welcome officer, 30 parents, four cleaners, 42 students, student leaders and student council.

Community and business groups:

- 14 community members, Montville News representatives and Montville Independent Grocers of Australia (IGA) representative.

Partner schools and other educational providers:

- Range Kindergarten and Principal of Maleny State High School.

Government and departmental representatives:

- State Member for Glass House and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
OneSchool	School Data Profile (Semester 1, 2017)
School pedagogical framework	School budget overview
Assessment and Target Schedule	Professional development plans
Academic and Attendance Records 2017	School newsletters and website
Staff meeting minutes	School Opinion Survey
Responsible Behaviour Plan	Curriculum planning documents
Curriculum plan	Reading program
Headline Indicators (April, 2017 release)	

2. Executive summary

2.1 Key findings

Staff members believe that all students can learn successfully and are working towards raising expectations for student academic achievement.

There is an expectation that every student will learn and achieve positive outcomes. The principal and staff members have a commitment to improving the learning outcomes for students in the school. Classrooms are calm, orderly and inviting.

Teachers provide professional and personal support for each other through informal interactions and partnerships.

Planned opportunities for teachers to meet and collaboratively develop teaching expertise are a part of the school's practice. Teachers are working collaboratively in regards to their teaching knowledge, skills and strategies. Some teachers have presented their practice to their colleagues and are willing to continue to share their expertise.

The school's Explicit Improvement Agenda (EIA) is reflected in the 2017 Annual Implementation Plan (AIP) that focuses on writing, reading and numeracy.

The AIP contains strategies, actions, broad targets, timelines and the names of the responsible officers for the implementation of each of these improvement areas. A clearly defined, narrow improvement agenda with key actions, strategies, Professional Development (PD), responsible officers, targets and timelines for review is yet to be documented and enacted. Many staff members express the need for further communication and clarification of the specific expectations of the EIA regarding their teaching and the impact on student learning.

Some parents and staff members identify that communication both internal and external to the school is an area for development.

Staff members identify that staff morale, interpersonal relationships and communication regarding decision making is an area for improvement to ensure key messages are received, understood and enacted. Some community members express a desire for the development of protocols to ensure communication and interactions are respectful, timely and professional, and contribute to a common purpose and direction.

The school is in the beginning stages of developing a sequenced plan for curriculum delivery across the years of schooling in a multi-age setting.

The Australian Curriculum (AC) is delivered predominantly through Curriculum into the Classroom (C2C) resources. Some staff members acknowledge that PD is required to further build their skills in curriculum planning and development. The principal identifies the need to draw on regional resources and work collaboratively with cluster schools to develop the school's P-6 Curriculum, Assessment and Reporting framework.

Roles and responsibilities for school personnel are yet to be clearly defined and aligned to the improvement agenda.

There is an acknowledgement by the principal to review staff members' roles and responsibilities so they align with systemic agendas and the school priorities to ensure appropriate allocation of human resources. Specific roles and responsibilities for key personnel and all staff members to lead the implementation of the EIA, curriculum, teaching and learning across the school are yet to be developed and communicated.

School staff acknowledge the need to build positive relationships with parents and community organisations that assist families and students to remain engaged with the school and learning.

The school has a history of engagement with, and participation in the community. A coherent, jointly planned program of activities to improve outcomes for students is yet to be established. A structured framework outlining how the school develops connections with parents, the wider community, business and community organisations is yet to be established.

The school has invested considerable time and resources in implementing a school-wide approach to a balanced reading program.

Key personnel have documented the whole-school practices around reading, including the explicit teaching of comprehension strategies. Teachers utilise the modelled, shared, guided and independent approach for the teaching of reading when working with reading groups. Regional support staff have provided modelling, observation and feedback to teachers in the teaching of reading. This support was valued and staff members report that it has contributed to their individual practice regarding the teaching of reading at the school.

2.2 Key improvement strategies

Collaboratively review the EIA to provide a narrow and sharp focus on an agreed key school priority that includes responsibilities, accountabilities, specific targets and timelines, and communicate this agenda to all stakeholders.

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

Establish and implement communication and interaction protocols to ensure they are respectful, timely and professional, and contribute to a common purpose and direction.

Collaboratively develop a sequenced, coherent school curriculum, assessment and reporting framework to ensure consistent teaching and learning expectations in all learning areas.

Develop and implement a Parent and Community Engagement (PaCE) framework with all stakeholders that outlines school processes for engaging with parents, community groups and businesses to work together to maximise student learning outcomes.