

Montville State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Montville State School** from **11 to 12 November 2021**.

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 implement 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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Christine Dolley	Internal reviewer, EIB (review chair)
Julie Warwick	Peer reviewer
Ursula Carty	Peer reviewer



1.2 School context

Location:	Main Street, Montville	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	107	
Indigenous enrolment percentage:	2.8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	18.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1052	
Year principal appointed:	2018	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), students with disability/Support Teacher Literacy and Numeracy (STLaN), guidance officer, student welfare worker, seven teachers, five teacher aides, three volunteers, 35 parents and 90 students.

Community and business groups:

- President, treasurer and secretary of Parents and Citizens' Association (P&C), convenor of Baby Sitters Club and secretary of Montville Village Association.

Partner schools and other educational providers:

- Principals of Maleny State High School and Mapleton State School.

Government and departmental representatives:

- State Member for Glass House, ARD, Principal Primary – North Coast Office, Maryborough.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
One School	School Data Profile (Semester 1 2021)
School Opinion Survey 2021	Roles and Responsibilities for Key Personnel
School budget overview	Student Code of Conduct 2020 to 2023
A Whole School Moderation Approach	School newsletters and website
Teaching and Learning Calendar	Montville State School Reading Framework
Headline Indicators (April 2021 release)	Montville Learning and Wellbeing Framework
School based curriculum, assessment and reporting plan	Collegial Classroom Engagement for Teachers at Montville State School
School Assessment and Target Schedule 2021	Parent and Community Engagement Framework
A whole school approach the Montville Way – Inclusive Education and Differentiation Processes 2019	



2. Executive summary

2.1 Key findings

Students, staff and parents are overtly proud of the school and speak positively of the mutually respectful relationships and communication that exists.

Students have a clear understanding of the need to, and confidence in, approaching their principal, teacher or another staff member for assistance with their learning or wellbeing. Parents indicate that the principal and staff members are highly approachable, and that any communication is managed in a prompt, efficient and respectful manner. Community engagement has been a strong focus for some time. In the 2021 School Opinion Survey (SOS), 95.0 per cent of parents agree with the statement, 'This school has a strong sense of community'. Members of the school community speak with great admiration towards the principal and their work in shifting the culture of the school to one founded on trust and relationships.

The tone of the school is warm, positive and inviting for all members of the community.

Staff work diligently to promote learning for students, and teachers express the belief that all students are able to be successful learners in an environment of high expectations. The school values '*Care for Yourself, Care for Others and Care for the Environment*' are well known across the school community and are visually supported in classrooms and throughout the grounds with eye-catching posters, painting and displays. Staff recognise and understand the importance of positive student teacher relationships in promoting learning outcomes for all students. Student effort and achievement are recognised through school incentive schemes and a range of class awards, including student of the week and 'Good One' awards, is presented on weekly parades where the principal additionally shares a celebration video.

The principal leads and models professional learning in the school.

This is enhanced by strong networks with schools in the cluster and principal-to-principal mentoring relationships. The principal engages readily with the region to support the school's Explicit Improvement Agenda (EIA). The principal acknowledges that aspects of the Collegial Classroom Engagement (CCE) are yet to be formalised and enacted, and indicates this will be a future priority. This includes formal walkthrough, observation and feedback processes, Watching Others Work (WOW), opportunities for sharing of practice, coaching and mentoring within and beyond the school. The principal acknowledges the need to prioritise their instructional leadership capability to support the school's EIA and add value to teacher practice.



The school's Curriculum, Assessment and Reporting Plan (CARP) provides a collaboratively developed sequenced and coherent plan with a focus on consistent teaching practices and learning expectations across all learning areas.

The school's CARP indicates that the plan is updated annually to reflect the current direction of school priorities, curriculum, pedagogy, assessment and reporting. The CARP is aligned to version 8 of the AC. The CARP describes the three levels of planning as designed to quality assure the curriculum provision for all students, ensure resource allocation supports the articulated visions and priorities, and share the school's plan for curriculum delivery with parents, carers and the wider school community. The principal recognises the importance, due to yearly variance in multi-age classes and straight year levels, of collaboratively reviewing practices for effective delivery of the Australian Curriculum (AC) to form a cohesive approach that caters for the range of class composition, ensuring that the intended curriculum is enacted with rigour and fidelity.

The principal keeps informed of research regarding effective teaching practices and engages with relevant professional mentors and development to support their instructional leadership.

The principal recognises that effective, evidence-based teaching is the key to improving student learning outcomes. The principal articulates a desire for a consistent range of effective pedagogical practices to be implemented throughout the school. Teachers describe engaging with a range of strong pedagogical approaches in their classrooms. A variance in terms of strategies utilised across the school is apparent. Fisher and Frey's¹ Gradual Release of Responsibility (GRR) model is known by staff and drives practice. A consistent language and repertoire of strategies to support this is yet to be embedded. The principal acknowledges the need to revisit the school's pedagogical practices as part of the next strategic planning cycle to determine and embed the agreed pedagogical approaches for teaching and learning across the school.

The principal articulates a commitment to building a school-wide, professional team of skilled staff who understand and are committed to improving outcomes for all students.

The Negotiated Process for Collegial Classroom Engagement for Teachers at Montville State School document articulates that staff share responsibility in building a culture of supported professionalism. The principal acknowledges that a highly skilled and well-trained teaching team is fundamental to the success of the EIA. The principal additionally indicates that strong collegial relationships between partner teachers sharing the instruction of a class is essential to ensure learning and continuity are maximised.

¹ Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Association for Supervision & Curriculum Development (ASCD).



A Teaching and Learning Calendar has been developed and is utilised by teaching staff members to identify key dates in the teaching and learning cycle.

Classroom teachers express appreciation for opportunities to work with the principal and support staff in discussions regarding achievement data and develop strategies for the continuous improvement in student outcomes. The principal recognises the ongoing importance of exploring further processes to enhance data literacy capability across all teaching staff members to drive a differentiated approach to effective curriculum implementation that meets the needs of the full range of students.

Classrooms are vibrant, orderly and adorned with student work, the school values, 'Bump it up' walls and a range of stimulating resources.

Students speak with great enthusiasm regarding the care shown to them by teachers and the range of opportunities they have at the school. All students have access to instrumental music, Japanese, music and Arts programs that are well resourced. They speak fondly in relation to the school's natural environment, the chicken coop, the positive behaviour of students, extracurricular activities and camps. The Stephanie Alexander Kitchen Garden (SAKG) is highly regarded for the creative exploration skills it fosters.

The school community speaks of the glorious views of the hinterland and the strong sense of history the school boasts.

Students are able to utilise a range of play spaces during the learning breaks including a large oval, hall, handball courts, grassed areas, playground equipment and basketball court, all immersed in natural habitat and vegetation. This was recently recognised at the school's 125th celebration and is captured in many historical pieces of furniture on campus and through the recently refurbished Razorback House building that contains many original documents showcasing the school's past.



2.2 Key improvement strategies

Prioritise effective instructional leadership practices to develop and implement formal classroom observation and feedback processes across the school for the consistent enactment of the EIA.

Collaboratively review practices for effective delivery of the AC to form a cohesive approach that caters for the range of class composition, ensuring that the intended curriculum is enacted with rigour and fidelity.

Collaboratively capture and share with teachers and the community the effective pedagogical practices that best engage all students considering the school's unique context.

Harness opportunities for teachers for mentoring, coaching and sharing of practice within and beyond the school.

Explore further processes to enhance data literacy capability across all teaching staff to drive a differentiated approach for effective curriculum implementation that meets the needs of the full range of students.