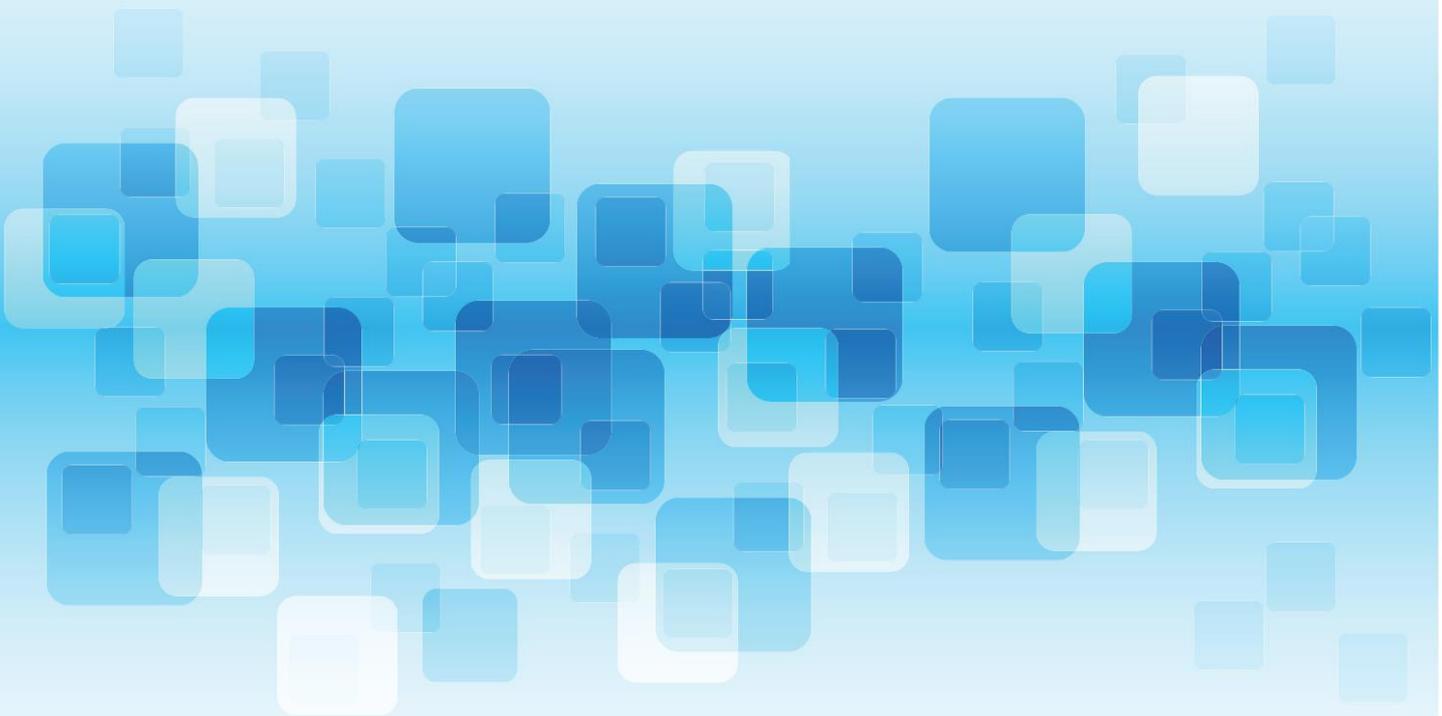




# School Improvement Unit Report

## Mount Archer State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Mount Archer State School from 31 March to 2 April 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

<b>Location:</b>	242 Thozet Road, Koongal
<b>Education region:</b>	Central Queensland
<b>The school opened in:</b>	1982
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	619
<b>Indigenous enrolments:</b>	17 per cent
<b>Students with disability enrolments:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	943
<b>Year principal appointed:</b>	2011
<b>Number of teachers:</b>	49
<b>Nearby schools:</b>	Frenchville State School, Lakes Creek State School, Berseker State School
<b>Significant community partnerships:</b>	Northside Cluster, Mount Archer Early Learning Centre.
<b>Unique school programs:</b>	



### 1.3 Review methodology

The review was conducted by a team of three 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 three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Deputy Principal, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), Head of Special Education Services (HOSES), Master Teacher
  - 34 class teachers
  - 14 students, including student leaders
  - School chaplain
  - Brittany Lauger, Member of the Legislative Assembly for Keppel
  - A selection of parents
  - Teacher-aides and administration officer

### 1.4 Review team

Patrick Murphy	Internal Reviewer, SIU (review chair)
Susan Beatty	Peer Reviewer
Ruth Miller	Peer Reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has a stated improvement agenda that has been successful in enhancing literacy outcomes most noticeably in improving student National Assessment Program – Literacy and Numeracy (NAPLAN) results in spelling.

The current school improvement agenda provides the school with a framework for action. The school leadership team drive the improvement agenda to ensure all elements throughout the school are embedded.

- A collegial culture is apparent amongst staff, however a formal process for coaching and mentoring is not embedded.

Staff report a process for the sharing of quality teaching practice with visiting staff from other schools. A feedback culture, with deliberate observation of teaching and formalised coaching processes is not embedded in practice.

- School leaders work with staff to build improved student outcomes.

The school leadership team are committed to school improvement and student learning. There is a lack of clarity regarding the roles of school leaders and leadership coaching opportunities to support the effectiveness of instructional leadership throughout the school.

- The school has a stated pedagogical framework that is in the process of being refined. It not yet fully embedded in practice.

The school has developed a pedagogical framework that identifies highly effective classroom practice. The school has invested strongly to deliver literacy and numeracy teaching with a grounded research base. Refinements to the pedagogical framework have been necessary to accommodate these teaching practices.

- The school has recently developed a curriculum overview which includes a research-based approach to teaching literacy and numeracy.

A curriculum overview has been recently developed, with the intention of aligning the Australian Curriculum (AC) with the Curriculum into the Classroom (C2C) resource. The school has embarked on a process of implementing High Reliability Literacy Teaching Procedures (Dr John Munro), Seven Steps to Writing and the Sunshine Coast Maths Project.

A systematic process to monitor the enacted curriculum across all classes is not evident.



## 2.2 Key improvement strategies

- Embed the school's improvement agenda and include specific strategies, targets and milestones for improvements in relation to student learning gains. Ensure that the agenda is widely communicated and there is a deep understanding across the school.
- Build a feedback culture in the school. Ensure that all staff are involved in formalised processes for developing performance and are provided with coaching and mentoring opportunities.
- Enhance instructional leadership capacity through professional development. Review and clarify the roles of instructional leaders within and beyond the team.
- Implement and embed the curriculum framework to ensure a seamless alignment of both the horizontal and vertical curriculums.
- Provide professional development, coaching and mentoring for staff to ensure the refined pedagogical framework is implemented and embedded across the school. Monitor teacher performance to ensure effective and consistent practice in all classrooms.