

Mount Archer State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Mount Archer State School** from **3 to 5 September 2019**.

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

1.1 Review team

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|-------------|---------------------------------------|
| Garry Lacey | Internal reviewer, SIU (review chair) |
| Ross Kubler | Peer reviewer |
| Ian Hall | External reviewer |



1.2 School context

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| Location: | Thozet Road, Koongal |
| Education region: | Central Queensland Region |
| Year opened: | 1982 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 643 |
| Indigenous enrolment percentage: | 18 per cent |
| Students with disability enrolment percentage: | 9 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 947 |
| Year principal appointed: | 2016 to Week 4 Term 3 2019 – previous principal Week 5 Term 3 2019 – acting |
| Day 8 staffing teacher full-time equivalent (FTE): | 43.24 |
| Significant partner schools: | North Rockhampton State High School, Berserker Street State School, Frenchville State School, Glenella State School, School of Distance Education (SDE) |
| Significant community partnerships: | Mt Archer Early Learning, Kids Hope, Darumbal Enterprises, Helping Hands Network Outside School Hours Care (OSHC), Russell Cooper Optometrist, CQUniversity (CQUni), Rockhampton Regional Council, Anglicare, Adopt-a-Cop |
| Significant school programs: | High Performing Teams, Dr John Munro reading strategies, languages–Japanese – Prep to Year 6, Heggerty program – Prep to Year 2, Visible learners, assessment capable learners – pre-assessment, self-predicted grades, learning walls, student talk about next step in learning, student goal setting |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), guidance officer, literacy coach, 22 classroom teachers, Japanese language teacher, physical education teacher, three Special Education Program (SEP) teachers, Speech Language Pathologist (SLP), 11 teacher aides, Business Manager (BM), three administration officers, schools officer, 54 students and 27 parents.

Community and business groups:

- Dr Pete Stebbins – ‘The Performance Curve’, Parents and Citizens’ Association (P&C) president, Adopt-a-Cop and Kids Hope program representative.

Partner schools and other educational providers:

- Local high school principal, director local early childhood provider, CQUni preservice coordinator and former regional languages champion.

Government and departmental representatives:

- Councillor for Division Two Rockhampton Regional Council, State Member for Keppel and ARD.

1.4 Supporting documentary evidence

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|--|---|
| Annual Implementation Plan 2019 | Explicit Improvement Agenda 2019 |
| Investing for Success 2019 | Strategic Plan 2016-2019 |
| Headline Indicators (April 2019 release) | School Data Profile (Semester 1, 2019) |
| OneSchool | School budget overview |
| Professional learning plan 2019 | Curriculum planning documents |
| School improvement targets | School differentiation plan or flowchart |
| School pedagogical framework | Professional development plans |
| School data plan | School newsletters and website |
| School Opinion Survey | High Performing Teams |
| Responsible Behaviour Plan for Students | School based curriculum, assessment and reporting framework |



2. Executive summary

2.1 Key findings

The establishment of learning walls is engaging students as assessment capable learners.

These learning walls, featuring the assessment task, Guide to Making Judgements (GTMJ) and assessment exemplars, link to the teaching and learning process in English and mathematics and are predominantly detailed in student-friendly language. Teachers undertake a pre-assessment process to gauge student abilities, inform students of the criteria required for success and engage them in identifying predicted grades they aspire to achieve. Teachers are continually working with students to enable them to articulate their learning goals, identify where they are positioned in their learning journey and recognise their next steps in learning.

The principal has engaged with the work of Pete Stebbins¹ in the development of High Performing Teams (HPT).

The collegial nature of these teams enables collaborative endeavour to be valued by staff members. School leaders and staff recognise that this is impacting positively on meeting structures and are committed to using the protocols and practices of the HPT philosophy to guide their work in the school. The promotion of mutual trust and respect is apparent with staff members speaking positively regarding the opportunities to work with colleagues. The HPT strategy is a key driver in the operation of the school and in planning for delivery of the school's improvement agenda.

Consistent curriculum delivery is promoted through collaborative planning of curriculum units in year level teams.

Teachers engage in a backward mapping process that moves from unpacking the assessment task and GTMJ from Curriculum into the Classroom (C2C) units to understanding the elements of the achievement standard and content descriptions that will be the focus for the unit. A pre-moderation process is undertaken to clearly understand the standards students need to demonstrate success. Teachers report positively on the value these processes add to their understanding of the Australian Curriculum (AC) and the collegial nature of the planning process.

The leadership team is continuing to develop a culture of collegiality and collaboration between staff.

There are quality teaching practices occurring across the school. Teachers are encouraged to visit other classrooms to observe their peers teach. Literacy coaches work alongside teachers to support their capability development aligned to the Explicit Improvement Agenda (EIA). This year, 'learning walks and talks' have been implemented that provide the

¹ Stebbins, P. (2018). High Performance Teams. Retrieved from www.drpetestebbins.com/



opportunity for teachers to visit other year levels. This process encourages professional conversations and provides feedback to classroom teachers visited. The leadership team identifies a desire to maintain opportunities for members of the teaching team to engage in showcasing best practice, learn from each other and promote a self-evaluative culture focused on improving classroom teaching.

The school's leadership team and teaching staff members express a commitment to implementing curriculum units aligned to the expectations of the AC.

The use of C2C units, assessment tasks and GTMJ's is expected practice across the school. Conversations with teachers indicate they are at various stages in the development of their knowledge of the AC and in their confidence in implementing all aspects with fidelity. The leadership team is committed to providing ongoing support for members of the teaching team by using collaborative curriculum planning processes to deepen teacher knowledge of the AC, support them in creating engaging curriculum units, and collaboratively make decisions regarding teaching and learning aligned to student needs.

School leaders recognise that highly effective teaching is the key to improving student learning.

The school has a detailed pedagogical framework that is based on the Dimensions of Teaching and Learning (DoTL) and is underpinned by research that includes Marzano's² Art and Science of Teaching (ASoT), Fisher and Frey's³ Gradual Release of Responsibility (GRR) and Hattie's⁴ Visible Learning. Teachers are committed to using a range of pedagogies aligned to this research. It is apparent that the current pedagogical framework requires reviewing to more accurately reflect current practices teachers are expected to use in their teaching.

The school is continuing to develop its model for inclusion in relation to support for students with disability and other students with diverse needs.

Special Education Program (SEP) staff work in a range of ways to support the learning of identified students. Some of these students are supported within classroom learning environments, whilst others receive some of their learning through a withdrawal model. Collaborative conversations between classroom teachers and support teachers are continuing to evolve with some teachers. The school's leadership team is committed to working with teachers and support staff to clearly define and implement strategies to ensure

² Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

³ Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD)

⁴ Frey, N., Hattie, J., & Fisher, D. (2018). *Developing assessment-capable visible learners grades K-12*. Thousand Oaks, CA: Corwin.



the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.

School staff members recognise the importance of positive and caring relationships to successful learning.

Staff members take pride in accepting, supporting and encouraging the learning, and social and emotional development of all students who come to the school. Members of the teaching team support students in the teaching and learning process and work hard to develop a sense of belonging for their students. The 2018 School Opinion Survey (SOS) indicates that 93.3 per cent of parents and 94.0 per cent of students believe that 'This is a good school'. The SOS identifies that 96.1 per cent of students believe their teacher cares for them. Students indicate this is a major factor in their belief that this is a good school.

School leaders articulate a clear vision that the school gives a priority to analysing and discussing data to drive improvement in student learning outcomes.

Teachers collect a range of formative, diagnostic and summative assessment data including pre- and post-assessments in English and mathematics. Teachers express the view that the collection of data is essential for effective monitoring of student progress. Each term teachers engage in 'snapshot' meetings with a member of the leadership team to discuss student achievement and data, and develop some strategies for improvement. Teachers value this opportunity to analyse and discuss class data and view it as valuable to improving student achievement.



2.2 Key improvement strategies

Maintain opportunities for members of the teaching team to engage in showcasing best practice, learn from each other and promote a self-evaluative culture focused on improving classroom teaching.

Use collaborative curriculum planning processes to deepen teacher knowledge of the AC, create engaging curriculum units and make decisions about teaching and learning aligned to student needs.

Review the school's pedagogical framework to ensure it clearly reflects agreed approaches for teaching and learning that are to be consistently implemented in all classrooms.

Work with school staff to clearly define the school's inclusive education practices to genuinely support a whole-school approach for students with disability and other students with diverse needs.