



School Improvement Unit Report

Middle Park State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Middle Park State School** from **8 to 10 November 2016**.

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.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Helen Morris	Peer reviewer
Bronwyn van Amorengen	External reviewer

1.2 School context

Location:	Macfarlane Street, Middle Park
Education region:	Metropolitan Region
Year opened:	2012
Year levels:	Prep to Year 6
Enrolment:	635
Indigenous enrolment percentage:	2 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1062
Year principal appointed:	2013
Full-time equivalent staff:	32.5
Significant partner schools:	Jamboree Heights State School, Centenary State High School, Jindalee State School
Significant community partnerships:	Returned and Services League of Australia (RSL), Rotary Club, Augusta State School, Centenary Learning Alliance of State Schools
Significant school programs:	Reading to Learn (R2L), Five Keys to Success, Levelled Literacy Intervention, inclusivity program IMPACT



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, head of teaching and learning – curriculum, head of teaching and learning – support, master teacher, Information and Communication Technology (ICT) coach, two teaching and learning coaches, inclusion teacher, literacy committee member, numeracy committee member, 26 classroom teachers, six teacher aides, 75 students, Business Services Manager (BSM), three administration officers, Parents and Citizens' Association (P&C) president, school council chair and 22 parents.

Community and business groups:

- Three community representatives.

Partner schools and other educational providers:

- Principal local high school and director local early learning centre.

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (2015 release)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2016	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	School Opinion Survey
Responsible Behaviour Plan	School newsletters and website
School assessment and monitoring schedule	Curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school's motto '*Each to succeed*' is the mantra on which the actions of the leadership team and school staff are built.

There is a belief across the school that improved learning outcomes for students will be achieved by setting high expectations for learning, implementing informed teaching and learning programs and fostering positive relationships. Staff members are committed to implementing an Explicit Improvement Agenda (EIA) to improve learning outcomes for students in reading and writing through the implementation of the R2L framework.

The learning culture of the school is strongly supported by the school expectations – '*be safe, be caring, be a learner*'.

Student behaviour is positive across the school and is maintained through the explicit teaching and modelling of the school rules. Strategies to reward good behaviour have succeeded in embedding expectations across the school in classrooms and the playground. Classrooms are orderly and conducive to learning.

Parents comment in positive terms on many aspects of the school including the quality of education it offers their child.

There is clearly a strong commitment to learning for all students by teaching staff and teacher aides. Relationships between staff members and students are positive and caring which creates a warm, friendly atmosphere across the school. Many parents and members of the wider community express the view that the professionalism and dedication of staff members is strongly valued within the community.

Students have access to a wide range of extra-curricular programs which enables them to develop skills in areas of passion or interest.

A range of sporting, cultural and leadership opportunities are offered to students including inter-school sport, swimming, athletics, dance, drama, choral program, instrumental music, student council, game rangers and lunchtime activities. Students report they appreciate teachers 'going the extra mile' to support their experiences in these areas.

School staff members are committed to implementing an EIA to improve learning outcomes for students in reading and writing through the implementation of the R2L framework.

This framework is being implemented in a phased manner with approximately two-thirds of teaching staff having undertaken the eight days of intensive training. There are plans to continue the roll out of this framework in 2017. Trained teaching staff members are engaging with this improvement agenda. It is apparent further work needs to be undertaken to embed this framework into their teaching repertoire.



The school team is committed to delivering high quality, effective and engaging teaching practices.

A range of professional learning opportunities are offered to all members of staff throughout the year. There are currently opportunities for teachers to receive coaching and feedback from the heads of teaching and learning, pedagogical coaches and master teacher. Opportunities for all teaching staff to develop their professional capabilities through an annual performance development process are yet to be fully developed.

A whole-school curriculum framework provides a scope and sequence for the teaching of the Australian Curriculum (AC) in selected learning areas, and ensures consistent teaching and learning expectations across the school.

The framework adapts Curriculum into the Classroom (C2C) resource units to suit school and class contexts. Year level teams are supported by the head of teaching and learning - curriculum and master teacher to collaboratively develop units of work. English units incorporate the use of R2L strategies. Curriculum planning in other learning areas is shared among the year level cohort. Further opportunities to refine these units to ensure they align with the AC and meet the local context are yet to be developed...

The school leadership team and classroom teachers view reliable and timely school data as essential to understanding the performance of the school and identifying trends in student learning.

The school has developed and is implementing a comprehensive assessment and monitoring schedule for the systematic collection of a range of student outcome data. Teaching staff are engaging with the process of collecting data sets for their class. Some teachers require additional professional learning and support in the use of data to inform instructional decision making.

2.2 Key improvement strategies

Define the agreed, non-negotiable practices relating to the EIA, focusing on what this looks like in the classroom.

Clearly outline the school's approach to determining professional learning priorities aligned to annual performance development plans.

Support the implementation of the signature pedagogical practices of the school through supervisory observation, mentoring, coaching and walkthrough processes.

Further develop locally adapted curriculum units aligned to the content descriptions and achievements standards of the AC, which includes consideration of the general capabilities and cross-curriculum priorities.

Continue to build a culture of self-evaluation and reflection across the school to ensure teaching practices, identified intervention and learning extension, are achieving positive outcomes for students.