School Improvement Unit
Report

Mackenzie River State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Mackenzie River State School from 6 to 7 August, 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>31145 Fitzroy Development Road, Mackenzie River</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1973</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>10</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>Nil</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>Nil</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>991</td>
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<tr>
<td>Year principal appointed:</td>
<td>2015</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>1</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Middlemount Community School</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Brigalow Small School Cluster</td>
</tr>
<tr>
<td>Unique school programs:</td>
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1.3 Review methodology
The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Three parents
  - Teacher
  - Teacher aides
  - Cluster school principal
  - Isaac Shire Councillor

1.4 Review team

Peter Tanzer Internal reviewer, SIU (review chair)
Rosemarie Hodder Peer reviewer
2. Executive summary

2.1 Key findings

- The school builds and maintains positive and caring relationships between staff, students and parents.

  Students display an enthusiasm for their school and their learning and interact positively and respectfully with the staff. There is a newly established reward system in place that recognises student efforts and positive behaviour. A strong culture of collaboration and teamwork is evident amongst staff. Parents indicate a positive attitude towards the school and are supportive in their relationships with staff.

- School staff express a strong commitment to improvement for all students.

  The explicit improvement agenda has been refined to be more responsive to meet the learning needs of students. Reading, numeracy and spelling have been identified as the three priorities supporting student improvement.

  School documentation and work being undertaken by the students indicates that significant attention is paid to the three core priorities. Programs identified as supporting these priorities are Words Their Way, The Daily Five, and Comprehension, Accuracy, Fluency, and Expanding Vocabulary (CAFE). Numeracy interventions are based on National Assessment Program – Literacy and Numeracy (NAPLAN) question analysis. A problem solving approach is currently being investigated by the school.

- Data in the areas of reading, spelling, grammar and numeracy is collected and displayed.

  Data analysis is used to establish individual learning goals, to monitor student progress and to identify question types that will be part of the individual student’s learning focus. A data wall has recently been established to track student learning gains.

- The school is well resourced and makes effective use of these resources to provide a differentiated program to meet the learning and wellbeing needs of all students.

  Funds have been allocated for additional provision of teacher aide time, specifically to support students in achieving stated learning goals.

- The school leadership recognises the importance of the continuous building of the professional knowledge and skills of all staff.

  Teachers and support staff work co-operatively to deliver the instructional program. The school leadership outlines strategies that will be used for staff professional development. A formal learning plan for all staff is yet to be developed by the school.
• **The school has a coherent sequenced plan for curriculum delivery.**

The plan is clearly aligned to the Australian Curriculum and references the required content descriptors and achievement standards in all content areas.

The school uses a multi-age approach to organising Curriculum into the Classroom (C2C) resources that support the implementation of the curriculum plan. The school has identified that further work needs to be done to refine the plan to better address the particular learning needs of the students.

While there is a documented assessment and reporting plan in place, this is in the process of being reviewed as it does not reflect the current school practices.

• **Teaching staff make regular adjustments in their teaching programs to best meet the identified needs of the student.**

Staff are aware of the different learning styles of the students and make adjustments according to student learning preferences. The school has recently implemented a system of student goal setting that monitors individual performance in the areas of spelling, reading and numeracy.

• **The school leadership recognises that highly effective teaching practice is the key to improving student learning throughout the school.**

The school has stated that the guiding pedagogical practice is Explicit Instruction. A high level of knowledge currently exists amongst staff and the school is investigating ways to develop the knowledge and understanding of the pedagogical framework for the whole staff.
2.2 Key improvement strategies

- Develop an updated curriculum plan to inform the focus of teaching and learning using the C2C multi-age resources. Ensure all curriculum areas are addressed with reference to the Australian Curriculum so that student learning outcomes are aligned to the stated curriculum intent.

- Implement formal observation and feedback processes where school leaders and support staff model and work alongside one another to develop high quality teaching within the agreed school-wide approach. Use these collaborative learning opportunities to develop the knowledge and skills that will drive the school improvement priorities.

- Develop a professional learning plan that outlines the specific knowledge and skills that staff will need to develop in order to deliver school priorities and improve student learning outcomes. Align school resources to support the plan.

- Update and refine the school’s assessment and reporting framework to better reflect the current data sets being used to inform the teaching programs. Investigate professional development around data analysis so all staff have capacity to analyse and discuss data collection and to target appropriate instruction.