

Mulgildie State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mulgildie State School** from **12 to 14 July 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Darren Sengstock

Internal Reviewer, SRR (review chair)

Tracey Tait

Peer Reviewer

1.3 Contributing stakeholders

Consultation



Total of 26 interviews



4 community members
and stakeholders



6 school staff



8 students



8 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Wakka Wakka nation and the Wakka Wakka people of the Wakka Wakka language region.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	25
Indigenous enrolment percentage:	12%
Students with disability percentage:	4%
Index of Community Socio-Educational Advantage (ICSEA) value:	1041

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **10 to 11 October 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 962 and the school enrolment was 20 with an Indigenous enrolment of 10 per cent and nil student with disability enrolment.

The key improvement strategies recommended in the review are listed below.

- Maintain the sharp and narrow focus of the current Explicit Improvement Agenda (EIA) including the processes to monitor and evaluate its effectiveness in producing the desired improvements in student learning and performance. (Domain 1)
- Create regular opportunities for all staff members to engage in a broad range of professional learning, including observation, feedback, mentoring and coaching activities to improve their professional practice. (Domain 5)
- Enhance current case management practices to incorporate discussion of teaching and learning strategies with all stakeholders, including students. (Domain 2)
- Advance the implementation of Positive Behaviour for Learning (PBL) to ensure high expectations for student behaviour are maintained and that all staff members' roles and responsibilities for the consistent application of practices are well known, enacted and monitored. (Domain 3)

2. Executive summary

2.1 Key affirmations

The principal expresses intentions to lead strategic, systematic renewal to improve the school.

The principal articulates a commitment to improving students' achievement, wellbeing and engagement through strategic, systematic renewal. Members of the school community express enthusiasm regarding the appointment of the new principal, whom many describe as positive and visible. Some parents and staff describe their long association and deep connection with the school, and expectations of high-quality teaching and learning.

Staff and the principal communicate a commitment to fostering a culture of learning where all students are valued and challenged.

Staff articulate the importance of putting students first, and express a belief that every student is capable of successful learning. Students discuss the positive behaviour of their peers and describe feeling safe at school. A 'bucket-filling' approach is taken to reinforce positive behaviour, with students rewarded for their efforts and behaviour with positive affirmations and stickers. Parents express appreciation for this practice.

The Parents and Citizens' Association (P&C) is a valued part of the school community, and regularly contributes to school initiatives and resourcing.

The P&C fundraises through raffles and community events. Members work with the principal to identify and make decisions regarding where these funds are allocated. P&C funds subsidise the school resource scheme to reduce costs for all families. Recently, the P&C has provided funding to purchase a cooling water bubbler and decodable reading books. They will also contribute to costs of a 5-day camp to Brisbane for all students.

The principal deploys staff to meet the specific needs of students and curriculum programs.

The principal prioritises allocating resources to address the learning and wellbeing needs of all students. Resources are aligned to school-wide programs. Teacher aides play an important and valued role in the classroom. They support reading, intervention and other classroom-based programs. A significant amount of teacher aide time is allocated to supporting literacy and numeracy development, and fostering inclusion and educational engagement.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Develop the 3 levels of planning for all learning areas in an accessible digital location to ensure coverage of the achievement standards and deepen teacher understanding of learning progression across year levels.

Develop processes to monitor and quality assure the implementation of the Australian Curriculum (AC), including moderating student work at multiple junctures to strengthen the alignment of teachers' planning and enactment of the AC.

Domain 2: Analysis and discussion of data

Develop formalised processes for staff to collaboratively analyse and discuss student performance data to inform next steps in learning.

Domain 7: Differentiated teaching and learning

Investigate a range of evidence-informed, differentiated teaching strategies to cater for the needs of individuals and groups of students, including First Nations students and high-achieving students.

Domain 8: Effective pedagogical practices

Collaboratively clarify and document effective pedagogical approaches and high-impact strategies to improve student achievement and engagement and ensure that students are progressing in their learning.