

Mount Molloy State School

Executive Summary





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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 Molloy State School** from **4 to 5 September 2018**.

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 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](#).

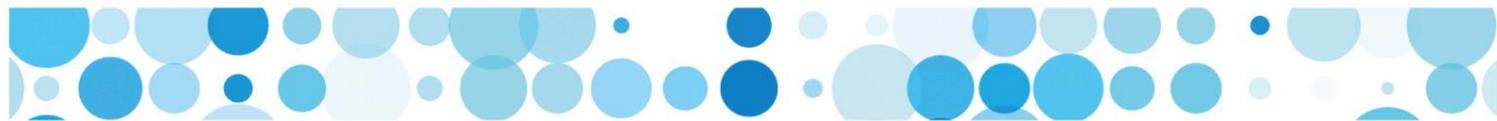
1.1 Review team

Stephen Bobby

Internal reviewer, SIU (review chair)

Ruth Machen

Peer reviewer



1.2 School context

Location:	Fraser Road, Mount Molloy
Education region:	Far North Queensland Region
Year opened:	1906
Year levels:	Prep to Year 6
Enrolment:	44
Indigenous enrolment percentage:	33 per cent
Students with disability enrolment percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	898
Year principal appointed:	2013
Full-time equivalent staff:	3.6
Significant partner schools:	Mareeba State High School, Mossman State High School, St Stephen's Catholic College, Bibohra State School
Significant community partnerships:	Returned and Services League of Australia (RSL), Country Women's Association (CWA), Commonwealth Scientific and Industrial Research Organisation (CSIRO) Scientists in Schools, Great Barrier Reef Marine Park Authority (GBRMPA)
Significant school programs:	Stephanie Alexander Kitchen Garden (SAKG) Program, Pumpin' Pizzas, Big Red Cart market stall



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four classroom and specialist teachers, Cluster Head of Special Education Services (HOSES), three teacher aides, nine parents, administration officer and 29 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Head Of Department (HOD) - junior secondary Mareeba State High School and director Sunbird Julatten.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2016-2019
Investing for Success 2018	School Data Profile (Semester 1, 2018)
Headline Indicators (Term 1, 2018)	School budget overview
OneSchool	Curriculum Overview
Professional learning plan 2018	School newsletters and website
School pedagogical framework	School Opinion Survey
School data plan	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

Community members and visitors articulate they are consistently impressed by the positive culture apparent within the school.

The school projects a positive culture with a caring, active learning environment. Staff, students and the wider community value the educational environment and whole-heartedly embrace the notion '*It takes a village to raise a child*'.

The school's Stephanie Alexander Kitchen Garden (SAKG) program engages students in real life learning.

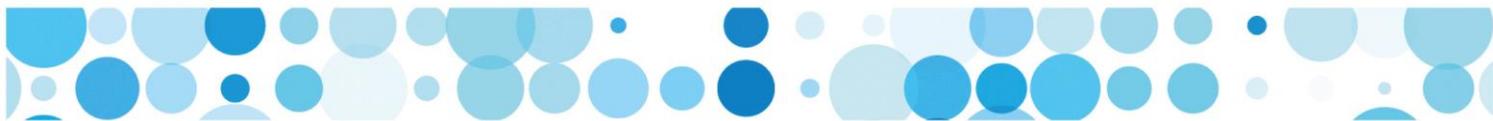
The program is aligned with the school's curriculum and is highly valued by students, parents and the wider community. All staff members are deeply involved in this whole-school learning program and willingly donate their time, talents and energy to the successful implementation of this program. The strength and success of the SAKG program has been acknowledged through the school's success in winning a regional showcase award and subsequent nomination as a state 2018 showcase finalist for community engagement.

Human resources are distributed to best support student learning.

The principal is highly strategic in utilising the skills of staff and community members to provide valuable learning opportunities for students. This includes the employment of a range of specialist teachers to provide targeted teaching for all students. Teachers and teacher aides are partners in the teaching and learning process with all staff discussing student progress and contributing to the development of curriculum. This is particularly apparent in the discussions that are held pertaining to the curriculum links to the SAKG program whereby teachers and teacher aides hold key positions in the teaching and learning aspects of the program with each staff member executing an expert role.

Staff speak of a school-wide commitment to purposeful, successful teaching and learning in the priority area of writing.

Teachers and teacher aides are engaging students in daily activities to improve learning in writing with teachers detailing a range of strategies. Teachers speak of using the Seven Steps to Writing Success as an enabler to developing student writing skills. They speak of engaging students in daily half hour Teaching Handwriting, Reading and Spelling Skills (THRASS) lessons to improve students' spelling choices in their writing. All staff members recognise writing as the major focus of the school's work throughout the year. They acknowledge that the primary work is in developing a common approach to the teaching of writing across the school to ensure consistency of practice.



The school's improvement agenda, as identified in the Annual Implementation Plan (AIP) for 2018 includes writing, reading, numeracy and early years transitions.

Within these broad areas, the AIP outlines general timelines and officers responsible. Measures of performance or success are not yet documented within the AIP. For reading and numeracy school staff use measures for improvement linked to regional benchmarks for reading and the Far North Queensland (FNQ) regional maths assessment for numeracy. These regional measures provide target levels for student achievement. The school is yet to develop known measures of success linked to the writing improvement agenda.

The principal has an expectation that staff continually build on their strengths and skills and are focused on teaching strategies that improve learning outcomes.

Some staff are able to articulate instances of modelling and coaching that have occurred over time. The principal acknowledges that engagement in modelling practice for staff and creating opportunities for staff to watch others work is in its very early stages of implementation. The school is yet to develop an agreed approach to classroom-based learning including modelling, coaching and watching each other work.

All staff members are focused on the collective and individual learning needs of students.

The school has developed a culture of high expectations that reflects the belief that all students are capable of learning. The principal indicates that the use of student learning goals is an area for future development and is yet to be a whole-school focus that has a clearly defined process.

Teachers plan extensively to determine how to make the curriculum locally relevant.

Teachers articulate that they aim to engage, challenge and extend all students, including high achieving students by designing classroom activities to meet student learning needs and interests, particularly through the use of the SAKG program. The school utilises professionals in their fields to boost student engagement. These outside professionals have included staff from the Great Barrier Reef Marine Park Authority (GBRMPA), Stephanie Alexander from the SAKG program, local marketing and advertising personnel, and visiting scientists from the Commonwealth Scientific and Industrial Research Organisation (CSIRO).

The culture of business innovation and inquiry is apparent.

The retail arms of the SAKG program, the Pumpin' Pizzas business and school's involvement in the local monthly markets through the project called the Big Red Cart promote deep learning and encourage innovation. Students, staff and community members speak highly positively of the learning facilitated as part of this program.



2.2 Key improvement strategies

Collaboratively develop school-wide expectations for the teaching of writing skills that include a shared understanding of teaching expectations, year level benchmarks and high-yield teaching strategies that have strong links to the whole-school curriculum plan.

Ensure the focus of the current Explicit Improvement Agenda (EIA) includes measurable improvement targets.

Collaboratively develop a formal and agreed approach for all staff to participate in classroom-based learning that includes modelling, coaching and mentoring opportunities.

Collaboratively develop a whole-school student goal setting process that provides students with the opportunity to develop skills in self-directed learning.