

# Maryvale State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Maryvale State School** from **18 to 19 April 2017**.

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)

Lesley Vogan

Internal reviewer



## 1.2 School context

<b>Location:</b>	Taylor Street, Maryvale
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1913
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	13
<b>Indigenous enrolment percentage:</b>	15 per cent
<b>Students with disability enrolment percentage:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	915
<b>Year principal appointed:</b>	2014
<b>Full-time equivalent staff:</b>	1.41 FTE
<b>Significant partner schools:</b>	Freestone State School, Warwick State High School
<b>Significant community partnerships:</b>	BUSHkids, Granite Belt Support Services, Maryvale Arts and Crafts Society
<b>Significant school programs:</b>	Speech Sound Pics (SSP), Pr1me Mathematics



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, classroom teacher, two teacher aides, specialist teacher in physical education, 10 students, three parents and administration officer.

Community and business groups:

- Proprietor local cafe.

Partner schools and other educational providers:

- Principal colleague and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (Semester 2, 2016)
Headline Indicators (2016)	School budget overview
OneSchool	School website
Professional learning plan 2017	School Opinion Survey
School improvement targets	School pedagogical framework
School data plan	Curriculum framework
Responsible Behaviour Plan	



## 2. Executive summary

### 2.1 Key findings

**Interactions between staff and students are caring, polite and inclusive with the principal working hard to build positive relationships with parents and the wider community.**

School staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning. The principal invests time and effort towards building a culture of mutual trust and respect and supports and fosters positive interactions between all members of the school community and engages students positively in their learning.

**The school uniform and motto are renewed to engender pride in the school, its values and expectations for learning and wellbeing.**

The motto '*Embrace, Encourage, Achieve*' articulates the strong belief of all staff members that every student can be successful. Parents express the view that the professionalism and dedication of staff members is strongly valued within the community.

**The principal expresses a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).**

A whole-school curriculum overview is established that details curriculum units to be taught across all learning areas. Some curriculum units are developed utilising teaching resources from Curriculum into the Classroom (C2C). Commercial curriculum resources are also used to plan and implement curriculum. Quality Assurance (QA) and review processes to track, monitor and audit the enacted curriculum and its alignment to the AC content descriptions and achievement standards are yet to be established.

**The principal indicates a desire to engage all staff members in regular collaborative planning processes.**

Currently, the teaching staff predominantly plans curriculum units independently. A consistent understanding of the content to be taught, the achievement standards to be met and the assessment tasks to be implemented are yet to be developed by all staff to ensure close alignment to the intent of the AC and vertical alignment of the curriculum across the years of schooling.

**The teaching team at the school is committed to implementing an improvement agenda that has a daily focus on the explicit teaching of numeracy across the school.**

The school has adopted a commercial program as the specific focus for the teaching of mathematics. The resource materials from this program provide a consistent guide for the content to be covered. Consistency of practice across the school with all members of the teaching team implementing commonly agreed strategies for the teaching and learning process in this priority area is not yet fully established.



**The school makes a determined effort to understand student achievement levels in mathematics.**

The school has established targets for learning in areas relating to the school's improvement agenda. These targets currently relate to National Assessment Program – Literacy and Numeracy (NAPLAN) performance and to the annual PAT-M testing process. Closer monitoring of progress towards school-wide targets to measure the effectiveness of student learning in mathematics at more regular junctures throughout the school year is yet to occur.

**The school principal views the use of data as essential for effective leadership of the school's curriculum, teaching and learning processes.**

Five week data cycles are established in the school with the teaching team meeting to discuss student progress in mathematics and reading. The principal reports there is an opportunity to add greater rigour to these data conversations through identifying strategies for continuous improvement for all students and determining future starting points for learning for identified students.

**The principal is building a cohesive, confident and enthusiastic teaching team through fostering strong relationships and encouraging continuous professional improvement.**

A culture of collaboration is clearly apparent in the school environment. 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 that scaffolds the learning needs of students. All members of staff express a cohesiveness in expectations regarding learning and behaviour. Parents express an awareness of the commitment of staff members to the wellbeing of their child.



## 2.2 Key improvement strategies

Quality assure the enacted curriculum and associated assessment processes to ensure alignment with the content descriptions and achievement standards of the AC for all learning areas.

Provide opportunities for the teaching team to collaboratively plan and review curriculum units aligned to the AC.

Work with the teaching team to define the agreed non-negotiable practices relating to the Explicit Improvement Agenda (EIA) and what this looks like in the classroom.

Establish clear, aspirational targets for student performance in areas aligned to the EIA and monitor progress towards these targets.

Provide further time to interrogate systemic and school-based achievement data to generate starting points for learning that will support the continuous improvement of student outcomes.