

# Mission Beach State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Mission Beach State School** from **18 to 20 October 2022**.

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 implement 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 Lead Principal to discuss the review findings and improvement strategies.

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

### 1.1 Review team

Christine Dolley	Internal reviewer, SRR (review chair)
Lisa Wogand	Peer reviewer
John Collins	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Djiru
<b>Location:</b>	Webb Road, Wongaling Beach
<b>Education region:</b>	Far North Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	316
<b>Indigenous enrolment percentage:</b>	9 per cent
<b>Students with disability percentage:</b>	12.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1003
<b>Year principal appointed:</b>	1991



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), two Business Managers (BM), administration officer, guidance officer, Support Teacher Literacy and Numeracy (STLaN), Head of Department – Curriculum (HOD-C), 19 teachers, 12 teacher aides, schools officer – grounds and facilities, three cleaners, 26 parents and 46 students.

Community and business groups:

- Speech Language Pathologist (SLP) and Parents and Citizens' Association (P&C) president, treasurer, secretary and three members.

Partner schools and other educational providers:

- Tully State High School principal, Tully State School principal, Cardwell State School principal, kindergarten teacher of Bright Horizons Australia Childcare and representative of Day One Early Learning Centre.

Government and departmental representatives:

- Lead Principal and previous Assistant Regional Director (ARD).



## 2. Executive summary

### 2.1 Key findings

#### **Students, parents and staff exhibit a strong sense of pride in the school.**

The tone of the school is warm, friendly and community-focused. A commitment is apparent to helping all students achieve success in a safe, respectful, attractive learning environment. The principal speaks of 'wanting to do the best for every student' and 'to help all students become competent, capable readers'. The school motto '*Pride and Effort*' embodies the attitudes and expectations of the community, staff and students. The grounds are spacious and well maintained, with a range of attractive outdoor learning areas regularly used to enhance student engagement. Classrooms are visually stimulating and highly conducive to learning with behaviour expectations and student work proudly displayed.

#### **A high level of mutual trust is apparent across the school community.**

The school's commitment to fostering a climate of purposeful, respectful teaching and learning is readily apparent. Staff interactions focus on the learning and wellbeing of all students. The principal and staff work in a collegial, professional manner. This is reflected in the respectful way they interact with each other in both formal and informal settings. Leaders express a united commitment to their core objective of improving learning outcomes for the full range of students. The leadership team highlights the importance of driving a strong improvement agenda that is grounded in evidence from research and expressed in terms of improvements in measurable student outcomes.

#### **Teachers have willingly embraced changes to pedagogical approaches to enhance student engagement and learning outcomes.**

Teachers are able to provide examples of the positive impact Visible Learning and learning walls have on student engagement and achievement in English. Teaching staff express a strong desire and commitment to continue building their own knowledge and understanding of this pedagogical approach. Some teachers are beginning to use these high-impact strategies in other learning areas. Prep teachers participate in multiple professional learning opportunities to build their capability in relation to the Science of Reading and are contextualising their understanding to create teaching approaches that suit the needs of their students. Teachers collaborate regularly and share practice to build capabilities.

#### **A coherent whole-school curriculum plan, including band and year level plans, outlines how the school addresses curriculum delivery from Prep to Year 6.**

At the beginning of each year, band plans and year level plans are adjusted and modified through collaborative conversations. Moderation practices are embedded within cohort teams and prioritised at multiple junctures during block meetings each term. The leadership team identifies the need to build teacher capability in the 'end' moderation phase to build consistency and on-balance teacher judgement when allocating achievement levels. The opportunity to extend moderation processes across the Ulysses cluster is expressed as a next step by principals of cluster schools.



**Differentiation is a key element of the school's curriculum planning processes.**

Planning documents provide evidence of differentiation. Teachers indicate having collegial discussions regarding intervention responses and adjustments during curriculum planning meetings. Teachers articulate a desire to undertake further Professional Development (PD) to build capability in effectively catering for the needs of all students, including higher achievers. Students express their appreciation for the 'I Can' statements during the unpacking of marking guides at the beginning of units of work. They indicate that this exercise enables them to gain a better understanding of their own learning and the steps they need to take to achieve their best results on assessment tasks. Students outline the value of discussions with their teachers regarding how they may be supported and challenged to achieve even better results through specific quality teaching and learning opportunities.

**Dedicated time is set aside for in-depth staff discussion of achievement data and strategies for continuous improvement in student outcomes.**

The leadership team highlights the importance of prioritising systematic, meaningful data collection. Data is used purposefully to measure overall school performance and individual student improvement, and to inform differentiation processes so all students are able to effectively access the curriculum to meet their individual needs. Data is monitored over time and measures growth from Prep to Year 6. Teachers indicate the positive impact of the introduction of marker students, as they are indicative of a larger group within the cohort who face similar challenges. Termly data meetings are focused on data analysis within equivalent year level teams of teachers. Teachers highlight the importance of nimble planning to go back and reteach strategies, processes and practices that data analysis reveals are yet to be fully understood by students. Staff members identify the value of collecting anecdotal and observational data to provide an effective understanding of student progress. School leaders express the importance of systematically reviewing the school data plan to redefine data collection that accurately reflects the Explicit Improvement Agenda (EIA) and is aligned to student need.

**There is an expressed appreciation for the school's enriching, expansive environment.**

Students have access to spacious fields, an outdoor classroom in the adjacent wetlands area, a nearby beach, well-kept thriving gardens, covered walkways and bright, welcoming classrooms. Garden 'Twenty 16' is articulated as a much-loved, well-used and attentively kept area providing a haven for all school community members and food for visiting cassowaries. There is an expressed high regard for the schools officer – grounds and facilities, and cleaning staff for their work and positive association with the school as employees and community members.

**Leaders and teachers are committed to building an inclusive school.**

A strong belief that all students are capable of achieving success in their learning underpins the school's commitment to inclusivity. High levels of respect and recognition for the role of the Business Managers (BM) and administration officer are articulated by school leaders,



parents, students and members of the wider local community. Staff members indicate strong pride in their commitment to the school and the students in their care. Collectively, staff members focus on meeting the diverse cultural, linguistic, engagement and learning needs of students. Leaders and teachers identify the need for flexibility in the allocation of resources, including teacher aide time. They acknowledge the merit of redirecting resources when needs change. Teacher aides are highly regarded for their work in supporting the learning of the full range of students in classrooms. Staff members articulate that authentic collegiality is a feature of the school and contributes to their wellbeing and high levels of satisfaction in their work.





## 2.2 Key improvement strategies

Further consolidate knowledge, understanding and confidence of teachers to implement Visible Learning and the Science of Reading consistently across the school.

Collaboratively develop teacher capability in 'end' moderation practices to build consistency and on-balance teacher judgement within the school and across the cluster.

Facilitate further PD to build teaching staff capability to effectively cater for the needs of all students, including higher achievers.

Systematically review the school data plan to redefine data collection that accurately reflects the EIA and is aligned to student need.