



School Improvement Unit Report

Mutchilba State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Mutchilba State School from 28 to 29 April 2016. 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

Location:	33 Masterson St, Mutchilba
Education region:	Far North Queensland region
The school opened in:	1939
Year levels:	Prep to Year 6
Current school enrolment:	18
Indigenous enrolments:	30 per cent
Students with disability enrolments:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	911
Year principal appointed:	2013
Number of teachers:	1.26 (full-time equivalent)
Nearby schools:	Dimbulah State School, Chillagoe State School, Mount Molloy State School, Mareeba State School, Mareeba State High School, Walkiman State School, Bibbohra State School.
Significant community partnerships:	Mareeba Cluster
Unique school programs:	nil



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
 - Relief teacher
 - Two teacher aides
 - Five parents
 - Grounds person
 - Cleaner
 - Four members of the Parents and Citizens' Association (P&C) executive
 - Five cluster principals
 - Four student leaders
 - 11 other students
 - Local mayor and councillor
 - Specialist teacher (music)

1.4 Review team

Judy Dale

Internal reviewer SIU (review chair)

Rosalie Welburn

Peer reviewer



2. Executive summary

2.1 Key findings

- School staff members are committed to improving student outcomes and to providing a positive learning environment for all students.

The school presents as calm, orderly and purposeful. Students speak very highly of the school. Parents and students value its small school culture. There are positive, caring relationships between staff and students.

- The school has identified a number of priority areas. These include reading, writing numeracy and the implementation of the Australian Curriculum (AC).

The school Annual Implementation Plan (AIP) outlines key priority areas. Specific planning, including timelines, targets and strategies underpin the school's improvement agenda are yet to be developed.

- The school draws on a range of curriculum programs to support student learning.

The school curriculum includes a focus on priority curriculum areas and ensuring all students are proficient in the basics of literacy and numeracy. Aspects of Curriculum into the Classroom (C2C) resource are incorporated in the teaching program. An explicit, sequenced plan for the delivery of the AC across all subjects and the years of schooling is yet to be developed.

- The school is yet to develop a professional learning plan linked to the school improvement agenda.

Staff members speak positively of opportunities to engage in professional learning. Professional learning is yet to align with the school's improvement agenda. A coaching and feedback cycle is yet to be implemented.

- The school has recently developed a pedagogical framework.

Staff members are committed to providing teaching and learning experiences to ensure the success of all students. All elements of the pedagogical framework are not yet consistently embedded in classroom practice.

- The school uses a range of diagnostic assessment tools to track and monitor student learning.

There is an opportunity to implement a regular cycle of collaboratively reviewing student data, to plan for differentiation, reflect on teaching effectiveness and scaffold student ownership of learning.



2.2 Key improvement strategies

- Develop and implement a sharp and narrow whole-school improvement agenda accompanied by targets, strategies, timelines and resourcing. Ensure that all staff members and parents have a clear understanding and commitment to the strategic direction of the school.
- Implement a regular cycle of collaboratively reviewing student data, to plan for differentiation, reflect on teaching effectiveness and scaffold student ownership of learning.
- Develop a whole-school, coherent, sequenced, curriculum plan aligned to the AC which makes clear what teaching staff should teach and students should learn, across all subject areas and the years of school.
- Develop and implement a professional learning plan to align professional learning, coaching, observation, feedback and mentoring with the school's improvement agenda. Access regional resources and cluster initiatives to support this professional learning plan.
- Embed the school's pedagogical framework as the foundation for consistent, quality, explicit and differentiated teaching practice across the school.