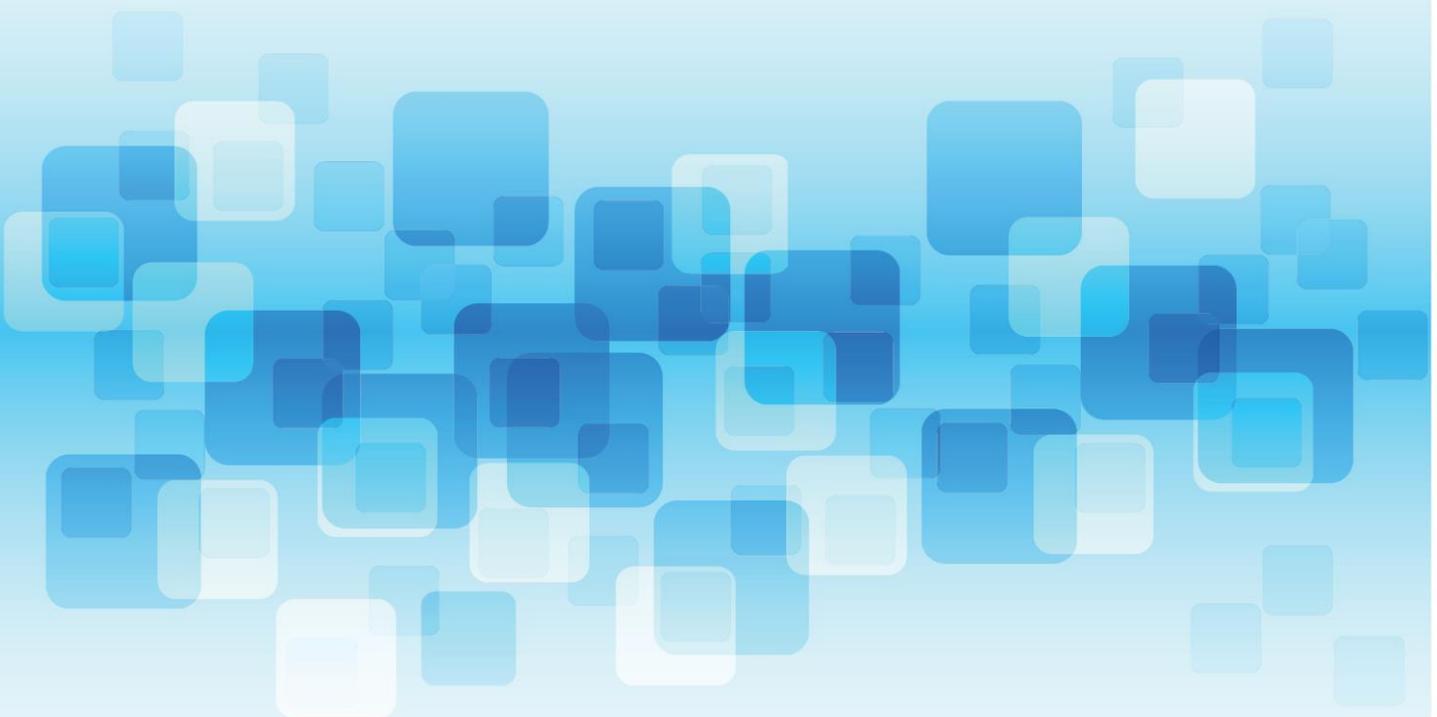




School Improvement Unit Report

Mooloolah State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Mooloolah State School from 16 to 18 August 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:	King Road, Mooloolah
Education region:	North Coast Region
The school opened in:	1985
Year levels:	Prep to Year 6
Current school enrolment:	172
Indigenous enrolments:	5 per cent
Students with disability enrolments:	11.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	997
Year principal appointed:	May 2015 (Acting)
Number of teachers:	9.07 (full-time equivalent)
Nearby schools:	Landsborough State School, Eudlo State School, Glenview State School
Significant community partnerships:	Independent Grocers Australia (IGA) Mooloolah, Mooloolah Valley Community Association
Significant school programs:	Chess Club, Writers' Club, Digital/Tech Club, School Choir, School Band, Spanish Dancing, Mathematics Extension Years 4 & 5



1.3 Review methodology

The review was conducted by a team of three 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 three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Cluster Head of Special Education Services (HOSES)
 - Master teacher
 - 15 teachers
 - Four teacher aides
 - Two cleaners
 - Facilities officer
 - Three administration officers
 - 14 parents
 - 30 students
 - Four community representatives

1.4 Review team

Alan Whitfield	Internal reviewer, SIU (review chair)
Julianne Emmert	Peer reviewer
Matthew Glen	External reviewer



2. Executive summary

2.1 Key findings

- The school leadership team has placed a priority on creating and maintaining a collegial culture of mutual trust and support amongst staff members, students and parents.

Staff members demonstrate an understanding of the importance of positive and caring relationships to build successful learning. The school views parents and families as integral members of the school community and partners in student learning.

- School leaders are committed to the implementation of school practices that improve on the current levels of student performance.

Staff members and parents point to strong relational leadership, collaborative processes and an emerging use of data-based decision making as key drivers in the improvement agenda. Staff members articulate a sense of engagement with the improvement agenda, acknowledge recent progress and understand that further development is required in key areas.

- The school is in the early stages of developing processes regarding how data can be displayed or communicated to staff members, parents and students.

School leaders are committed to the school-wide collection of student academic data.

A school-wide assessment and data collection policy has been developed which provides an overview of school-based assessment tasks from Prep to Year 6. The school is yet to establish a data collection process that will monitor and inform the improvement strategies.

- Efforts have been made to consider alignment of the planned and enacted curriculum.

There is not yet a clear quality assurance process for ensuring that vertical alignment of the curriculum from Prep to Year 6 is occurring. School leaders have recently formed sector teams in Prep to Year 2 and Year 3 to Year 6 to build improved curriculum alignment.

- There are, as yet, minimal internal and external processes such as moderation for quality assuring assessment practices and ensuring the rigor of Guides to Making Judgement (GTMJ).

Staff members report that they have previously participated in cluster-based moderation activities and would value re-starting these to build confidence in making balanced assessment judgements.

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- The pedagogical framework identifies some evidence-based teaching strategies which the leadership team uses in conversations with selected teachers.

School leaders express a desire to see effective teaching occurring throughout the school. A consistent school-wide approach to agreed pedagogical practices across curriculum areas is not yet apparent.

- A formal observation, coaching or feedback model is not yet in operation in the school.

The structure and training required for the introduction of an effective collegial coaching and modelling of good pedagogical practices is not yet clear. The leadership team recognises that building a collaborative and collegial coaching approach across the school is an important priority.

- A strong sense of community is apparent in the behaviours and comments of students, parents, staff members and community members.

Parents and families are recognised as integral members of the school community and as partners in student learning. Parents comment positively on the efforts of staff members to ensure that all students experience success at school.

2.2 Key improvement strategies

- Narrow and sharpen the improvement agenda ensuring that staff members are supported with quality Professional Development (PD), modelling and resourcing in managing the implementation of all aspects of the improvement agenda.
- Establish a quality assurance process in which school leaders regularly monitor student achievement data in structured conversations with classroom teachers.
- Conduct a review of the whole-school curriculum plan to ensure clear and consistent approaches to planning, implementation and quality assurance of the enacted curriculum.
- Investigate ways to strengthen teacher capacity in curriculum moderation processes through formation of cross-sector teams and re-establishing external moderation opportunities with other schools.
- Review the school's pedagogical framework to ensure that teachers are consulted in developing collaborative and consistent approaches that drive effective teaching and learning in all classrooms.
- Establish a professional, collegial coaching model where the principal and the master teacher work alongside teachers to develop high quality teaching according to agreed, school-wide approaches to pedagogy.