



# School Improvement Unit Report

## Marlborough State School



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at **Marlborough State School** from **24 to 25 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

<b>Location:</b>	Magog Road, Marlborough
<b>Education region:</b>	Central Queensland Region
<b>The school opened in:</b>	1917
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	24
<b>Indigenous enrolments:</b>	nil
<b>Students with disability enrolments:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1001
<b>Year principal appointed:</b>	July 2015 (acting)
<b>Number of teachers:</b>	1.9 (full-time equivalent)
<b>Nearby schools:</b>	Milman State School, Clarke Creek State School, St Lawrence State School
<b>Significant community partnerships:</b>	Lions Club, eKindy and School of Distance Education (SDE), Pool, Hall Committee
<b>Significant school programs:</b>	Independent Study Group



### 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 (ARD)
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two teachers
  - Twenty-four students
  - Two teacher aides
  - Administration officer
  - Parents and Citizens' Association (P&C) three executive members
  - Six parents
  - Two community members
  - Local Councillor for Livingstone Shire Council

### 1.4 Review team

Alison Welch	Internal reviewer, SIU (review chair)
Sean Maher	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school is driven by a deep belief that all students are capable of being successful learners.

Staff members are focused on finding ways to effectively cater for all students to ensure that every student is capable of achieving success. All staff members clearly communicate high expectations for the development of each individual student to encourage them to achieve to their full potential. The school works to build the belief that students can work successfully and understand the link between effort and success.

- Students, staff and parents speak of the positive and friendly culture of the school and talk of a ‘family feel’ where everyone knows, cares and supports each other.

School staff and parents agree that strong school community relationships exist, a feature that contributes significantly to successful learning outcomes for students. Parents indicate that all staff members are approachable and open communication is viewed as a strength of the school.

- The principal and staff members have established and are driving a clear and focused Explicit Improvement Agenda (EIA).

The school’s improvement agenda is narrow and sharp, and focuses the whole-school’s attention on the core priorities of reading, writing and attendance. Parents, students and staff members know and can articulate the school priority areas. Explicit targets for all student achievement levels are yet to be developed. Timelines for improvement are stated in broad terms.

- The school has a highly detailed and clearly documented whole-school plan for curriculum delivery.

An explicit, coherent and sequenced whole-school curriculum plan for Prep to Year 6 details what and when teachers should teach and students should learn. The school places a high priority on making the curriculum locally relevant and accessible to all students. A whole-school approach for regular collaborative unit planning processes is yet to be developed.

- The school acknowledges the benefits and opportunities provided by professional learning partnerships with local cluster schools.

External moderation has occurred within the small school cluster of schools in the area of English. Plans are developed to extend cluster moderation to other learning areas. Internal moderation for all teachers at the school is yet to be developed.



- Feedback to enhance student understanding is valued and practiced regularly by school staff.

Feedback is provided to students verbally and in written form in student workbooks and on assessment items. Strategies to provide more detailed and explicit feedback to students to support improvements in learning are being considered.

- Students indicate a high level of satisfaction with the learning opportunities in their classes and the degree of challenge presented.

Emphasis on cross-curricular skills and the general capabilities outlined in the Australian Curriculum (AC) relating to critical and creative thinking are not yet apparent in curriculum conversations.

- Staff at the school display high levels of commitment, dedication, professionalism and a willingness to enhance their teaching practice in order to support students to achieve their best.

A school Professional Development Plan (PDP) is developed for all staff. Deeper links to school improvement priorities and to individual performance plans are being considered.

- Classrooms are calm and conducive to student engagement and learning.

Student behaviour is of an exceptional standard with few behaviour problems. The core rules of 'Respect, Responsible and Safe' provide a foundation for developing behaviours for learning. These rules are displayed throughout the school and are known by the students and parents.

- Parents and families are recognised as authentic partners in their child's education.

The Parents and Citizens' Association (P&C) are supportive and committed to improving opportunities and outcomes for all students. All community members are optimistic regarding the future of the school. The school is viewed as the hub of the school community.



## 2.2 Key improvement strategies

- Strengthen the school's improvement agenda to include explicit targets and timelines for student achievement.
- Create opportunities for a whole-school approach to collaborative unit planning on a consistent and regular basis.
- Explore the use of moderation processes, within and beyond the school, to build consistency and confidence in teacher judgement and clarity of achievement standards.
- Explore ways to provide students with more detailed and explicit written feedback to promote improvements in learning outcomes.
- Investigate a whole-school Higher Order Thinking Skills (HOTS) framework.
- Deepen links between staff performance plans, the school PDP and the EIA.