Maryborough Special School

Executive Summary

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Maryborough Special School** from **19** to **21 February 2018**.

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 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 the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Darren Greenway	Peer reviewer
Vicki Sykes	External reviewer

1.2 School context

Location:	Woodstock Street, Maryborough
Education region:	North Coast Region
Year opened:	1972
Year levels:	Prep to Year 12
Enrolment:	80
Indigenous enrolment percentage:	12.5 per cent
Students with disability enrolment percentage:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	n/a
Year principal appointed:	2013
Full-time equivalent staff:	14
Significant partner schools:	Hervey Bay Special School, Gympie Special School, Nambour Special School, Currimundi Special School, Caboolture Special School, Redcliffe Special School, Woody Point Special School, Aldridge State High School, Saint Mary's College
Significant community partnerships:	Endeavour, Milestones, Epic, Meals on Wheels, Sailability, Noosa and Mooloolaba Triathlons, Gatakers Art Space, Riding for the Disabled, Pastoral care – St Mary's High School, Fraser Coast Educational Alliance, Fraser Coast Regional Council, Queensland Ballet Ambassador Program, Community Life
Significant school programs:	Duke of Edinburgh Awards Program, Arts Based Learning, Wide Bay Sports, Cappas Coffee, Stephanie Alexander Kitchen Garden (SAKG), Bucketeers music and Hip Hop dancing performance groups

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, master teacher, two specialist teachers, 12 teachers, Business Manager (BM), administration officer, seven teacher aides, chaplain, schools officer and 14 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, secretary and three parents.

Partner schools and other educational providers:

- Principal Aldridge State High School and Early Childhood Development Program (ECDP) representative.

Government and departmental representatives:

- Councillor for Division 3 Fraser Coast Regional Council and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Responsible Behaviour Plan
Investing for Success 2018	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	School Opinion Survey

2. Executive summary

2.1 Key findings

Staff members, parents and students speak positively about the school.

The school leadership team and teaching staff speak of the shared responsibility for ensuring student learning and wellbeing are addressed. Staff members exhibit a sense of care and respect for each other and members of the school community. Parents articulate that they feel welcome in the school and find all staff approachable, friendly, supportive and helpful.

Parental engagement is valued by school leaders and staff members.

School leaders and staff members seek to connect with parents in a range of ways including a weekly newsletter, school website, communication books, phone calls and face-to-face meetings and conversations. The principal provides parent information sessions throughout the school year.

The principal articulates the 2018 Explicit Improvement Agenda (EIA) is literacy and numeracy.

Conversations with teachers and non-teaching staff members indicate that not all staff members know the agenda as yet. Explicit targets and accompanying timelines for improvement in student achievement levels are yet to be developed and communicated to staff members and the wider school community.

There is a documented whole-school curriculum plan aligned with the Australian Curriculum (AC).

General curriculum information is shared with parents, carers and the wider community through the school website. The AC and school-developed developmental checklist are the starting points for ongoing discussion on next steps to maximise learning for every student in the class. School leaders are yet to develop Quality Assurance (QA) measures to ensure the intended curriculum is enacted in classrooms.

The school has a documented plan for the collection of data.

Teachers are collecting data in a range of ways utilising numerous formats and recording methods. Student performance data is collected by some teachers using video as part of the data collection process. Whole-school, consistent processes for the systematic collection of a range of standardised, formative and summative assessments, the central storage and analysis of whole-school, phase and class data are yet to be implemented.

Teachers are analysing class and student data and utilising the findings to inform decisions regarding teaching and learning.

School leaders acknowledge the need for a designated staff member to oversee whole-school data collection, recording and analysis. The principal has recently identified the key teacher for data.

School leaders identify their commitment to effective teaching occurring throughout the school.

There is a documented pedagogical framework that identifies whole-school and classroom consistent teaching strategies. School leaders identify the need for this framework to be collaboratively reviewed with teachers to prioritise and re-invigorate the agreed, current research-based pedagogy for the school, aligned with the EIA.

The school's partnerships with community organisations are successfully implemented and adequately resourced.

It is apparent that many of these school-community partnerships are long standing. Many of the school's partnerships add value to the learning and wellbeing of students and their families and are having a positive impact in the school community. Close links have been formed with community agencies and businesses that provide work sampling and work experience placements for students.

2.2 Key improvement strategies

Narrow and sharpen the EIA, including measurable targets and timelines and communicate the revised EIA to staff members, parents and the wider community.

Develop QA processes to ensure consistent delivery of the AC across the school.

Review the current data plan to include standardised, formative and summative data in the priority areas of communication, literacy and numeracy.

Introduce a cycle of utilising data to evaluate and review whole-school and classroom decisions, utilising the key teacher with responsibility for implementing and monitoring data processes.

Review and re-engage teachers with the documented pedagogical framework in the context of the revised EIA.