

Middlemount Community School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Middlemount Community School** from **13 to 15 August 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 Assistant Regional Director (ARD) 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

Wayne Troyahn	Internal reviewer, SIU (review chair)
John Adie	Peer reviewer
Jo Diessel	External reviewer



1.2 School context

Location:	James Randell Drive, Middlemount
Education region:	Central Queensland Region
Year opened:	2001 (amalgamated)
Year levels:	Prep to Year12
Enrolment:	246
Indigenous enrolment percentage:	6.9 per cent
Students with disability enrolment percentage:	25.5 per cent Nationally Consistent Collection of Data on School Students with Disability (NCCD) 2.9 per cent verified
Index of Community Socio-Educational Advantage (ICSEA) value:	995
Year principal appointed:	2015
Full-time equivalent staff:	25.07 Teaching
Significant partner schools:	Capricornia School of Distance Education (CSDE)
Significant community partnerships:	Anglo American, Spotless, community development officer
Significant school programs:	Instrumental music



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department (HOD), Head of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, 17 teachers, Business Manager (BM), three office staff, three facilities officers, five teacher aides, six cleaners, chaplain, community development officer (Capella, Tieri, Middlemount (CTM) Links), youth support officer, Parents and Citizens' Association (P&C) president, tuckshop convenor, 16 parents and 35 students.

Community and business groups:

- Anglo American community relations specialist and Middlemount Interagency Group.

Partner schools and other educational providers:

- Crèche & Kindergarten (C&K) Middlemount Community Preschooling Centre

Government and departmental representatives:

- Local Councillor for Division 7 Isaac Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2014 - 2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School Budget Overview 2018
Professional Learning Plan 2018	Responsible Behaviour Plan
School Improvement Targets 2018	School Opinion Survey 2017
School Pedagogical Framework 2018	Professional Development Plan
School Data Plan	Senior School Curriculum Plan 2019-2020
2018 Whole School Level of Curriculum and Assessment Planning Australian Curriculum (Version 8.0) (MCS WSCAP)	School Facebook Page, School newsletters and website



2. Executive summary

2.1 Key findings

The principal and staff members are committed to an inclusive culture to support learning for students with diverse learning needs and disabilities.

Teaching staff members have a clear understanding and ownership of their responsibility for curriculum planning and delivery to the full range of students within their classroom. A comprehensive learning and wellbeing policy is developed. The policy links to the school's curriculum, assessment and reporting planning.

The school leadership team has facilitated and is driving an Explicit Improvement Agenda (EIA) based on school data, using it to guide improvement in school performance aligned with state and regional targets.

In developing the EIA, the inquiry cycle has been employed under guidance of the leadership team with the articulated steps of focus, improvement priority, inputs, activities, and outputs. National Assessment Program – Literacy and Numeracy (NAPLAN) data, PAT-R for reading and comprehension, school-developed tests and Words Their Way for spelling have in particular provided the base for the development of school directions.

School targets are established and published in the Annual Implementation Plan (AIP) and the EIA and detail academic and student wellbeing targets.

These targets include A-C Levels of Achievement (LOA) of 95 per cent, less than 5 per cent of students with an attendance rate of less than 85 per cent, student satisfaction with the manner in which behaviour is managed of greater than 80 per cent in the School Opinion Survey (SOS), and NAPLAN Mean Scale Score (MSS) improvement in Years 3, 5, 7 and 9 spelling.

The school has commenced a program for teaching staff members to share practice and take opportunities to observe their colleagues' practices.

Teachers report an eagerness to participate in the program and speak positively of the support from the leadership team in their curriculum unit and assessment planning, with moderation occurring with colleagues. Collaborative curriculum planning across year levels and across primary and secondary classes is yet to be formally established. Teaching staff and students speak of a degree of separation between the primary and secondary sectors of the school. The establishment of a seamless Prep to Year 12 culture is not fully developed and embedded. The leadership team is committed to collaboratively identifying improvement strategies to further enhance staff morale.



The leadership team actively encourages teachers to share their classroom practice, ideas and resources.

The principal and leadership team provide weekly support including modelled lessons, observations, team teaching, collaborative planning and data analysis, in addition to more formalised support through walkthroughs and lesson observations with detailed teacher feedback. A culture of continuous professional improvement including classroom-based learning is developing. A formalised coaching program is yet to be developed and consistently implemented across the school.

The school focuses on encouraging differentiation and is developing a range of high-yield strategies to involve every student in active learning including embedding strategies regarding the use of cognitive verbs across the school.

Teaching staff members articulate how they differentiate in each term's unit of work and assessment tasks. They identify different students' needs and some strategies they utilise in differentiating their curriculum for the full range of students in their class. Some teachers engage, challenge and extend high achieving students by designing differentiation strategies and classroom activities to meet student learning needs and interests. Adjustments for the full range of students and strategies recorded across the curriculum planning process by teachers vary and is a practice that is yet to fully develop. The provision of appropriately challenging and extension opportunities for high achieving students is developing.

The school's documented pedagogical practice links together the research of Marzano's¹ Art and Science of teaching (ASoT), Archer's² Explicit Instruction (EI) and the Essential Skills for Classroom management (ESCM).

The focus on Archer's 16 elements of EI is the core pedagogy for new content. There is an expectation that all lessons will follow an explicit teaching process with a lesson intent and success criteria of 'We are learning to' (WALT) and 'What I'm looking for' (WILF). There is some understanding of the importance of rapid recall routines and review in all lessons. An understanding of the need to consider deeper knowledge of the full range of explicit teaching strategies involving inquiry-based learning is developing.

The Senior Curriculum Plan 2019-2020 outlines the school's programs for subjects in preparation for the introduction of the new Senior Assessment and Tertiary Entrance (SATE) approaches in 2019.

School leaders articulate this is a work in progress. The subjects in the senior school are presented with unit and title, an overview and expected assessment. Further work is required to complete this planning for the start of 2019.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.

² Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



The school has a significant range of Information and Communication Technology (ICT) resources available for the use of students.

The school has three dedicated computer rooms with desktop computers, 30 Notebook computers and iPads available to be booked by teachers. Some on-line resources are being procured to support digital learning and the school has implemented the Bring Your Own Device (BYOD) program for Year 7 to Year 12 students. Bandwidth issues are identified as a concern and the school is taking steps to improve this situation. The school is yet to develop a school-wide ICT plan.

Parents are highly supportive of the school and proud of the standards of achievement and student behaviour.

An active Parents and Citizens' Association (P&C) provides support for school resources. It operates a canteen that is now a profitable business following a review of their service provision and profit and loss processes. The school values parents as partners in their child's learning. Parents and students predominantly express a positive view of the school.



2.2 Key improvement strategies

Collaboratively build a strong professional culture of mutual trust, support and communication amongst all staff from Prep to Year 12 and implement a range of strategies to ensure high levels of staff morale and wellbeing are achieved.

Enhance the current teacher feedback model through the addition of a formalised coaching process for leadership teams and teachers.

Widen the scope of the school's pedagogical plan to encompass professional learning regarding the full scope of EI techniques including inquiry learning approaches involved in indirect, interactive and experiential instruction.

Provide opportunities for teachers to build their repertoire of practice to engage the full range of students effectively in learning, ensuring that staff have the skills, tools and support required to build differentiation into instructional/class plans.

Complete the development of the senior school curriculum plan and implement for commencement in 2019.

Review the school's current technology strategy and develop a school technology plan to align with the new senior and digital curriculum teaching and learning resources, in addition to support for coding and robotics.