Maidavale State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Maidavale State School** from **24** to **26 October 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the _National School Improvement Tool_. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Darren Sengstock	Internal Reviewer, SRR (review chair)
Adam Montgomery	Peer Reviewer

1.3 Contributing stakeholders

Consultation

Total of 13 interviews | 3 community members and stakeholders | 4 school staff | 4 students | 2 parents and carers
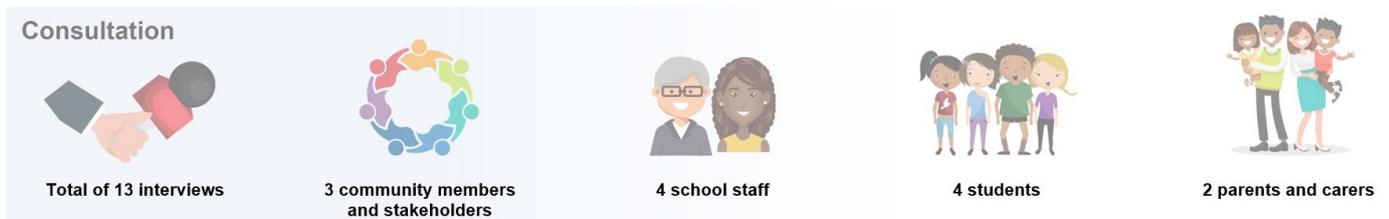
1.4 School context

Indigenous land name:	Bindal
	We acknowledge the shared lands of the Bindal nation and the Bindal people of the Bindal language region.
Education region:	North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	5
Indigenous enrolment percentage:	20%
Students with disability percentage:	20%
Index of Community Socio-Educational Advantage (ICSEA) value:	828

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **9** to **10 May 2019**. The school's enrolment at the time of the 2019 review was 4 with an Indigenous enrolment of 25% and nil student with disability enrolment.

The key improvement strategies recommended in the review are listed below.

- Use the school's cycle of inquiry process to develop a narrow and sharp focus for the Explicit Improvement Agenda (EIA) and support teachers to implement agreed strategies that are regularly monitored to promote high levels of consistent practice. (Domain 1)

- Quality assure delivery of the Australian Curriculum (AC) through curriculum review processes scheduling collaborations between teachers and school leaders to map the learning of students against the scope and sequence across all curriculum areas. (Domain 6)

- Strategically plan to build partnerships with parents, families, local businesses and key community organisations that are sustainable and bring benefits to the learning and wellbeing of students and their families. (Domain 9)

- Strengthen leadership capabilities aligned to the principal capability frameworks through access to collegial networking, mentoring, personal coaching, cycles of feedback and enactment of Annual Performance Development Plans (APDP). (Domain 5)

- Review the school's pedagogical framework to ensure it is reflective of agreed practices for teaching and learning, is considered in curriculum planning processes and is consistently implemented across the school. (Domain 8)

2. Executive summary

2.1 Key affirmations

The principal and staff express they understand each student has unique circumstances and their needs should be addressed through a tailored approach.

The principal and staff discuss how they provide individualised learning and adjust their teaching strategies to suit each learner. Staff describe knowledge of each student's social and emotional status as a key component in assisting students to access the curriculum at a level and pace that promote successful learning outcomes.

Students, staff and parents express they are proud of their school and speak positively of the mutually respectful relationships and communication that exists.

Students have a clear understanding they are able to approach their principal, teacher or another staff member for assistance with their learning or wellbeing, and convey confidence in doing so. Parents indicate that the principal and staff are approachable, and that communication is prompt, efficient and respectful.

The principal and staff articulate the social environment is warm, positive and inviting for all members of the community.

Staff work diligently to promote learning for students, and teachers express the belief that all students are able to be successful learners. The school values *'I am Safe, I am Respectful I am a Learner, I am Responsible'* are well-known across the school community and are visually displayed in classrooms and throughout the grounds with eye-catching posters and displays.

The Maidavale Munchkins playgroup is facilitated by a staff member and has grown significantly in 2023.

The principal and Business Manager (BM) indicate the playgroup program is an effective tool for community engagement and increasing enrolments. The principal expresses that families travel from other towns to attend. They articulate that the playgroup assists in positive transitions into Kindergarten, day care and Prep.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively develop an improvement agenda informed by Equity and Excellence priority support measures to drive a sharp and narrow EIA.

Domain 2 Analysis and discussion of data

Create formal opportunities for professional learning, including the moderation of student work, to increase staff capability in analysing, disaggregating and interpreting student data.

Domain 6: Systematic curriculum delivery

Collaboratively create a whole-school Curriculum, Assessment and Reporting Plan (CARP) that meets the requirements of the P-12 curriculum, assessment and reporting framework (P-12 CARF) to support teacher clarity and confidence regarding what to teach.

Develop opportunities for teachers to discuss and co-plan curriculum with other schools and regional staff to support ongoing curriculum revision and refinement.

Domain 8: Effective pedagogical practices

Create opportunities for staff to engage in professional learning, including moderation, to foster a shared understanding of evidence-informed pedagogical decision-making.

Domain 7: Differentiated teaching and learning

Develop opportunities to enhance staff capability to monitor and evaluate the impact of their differentiated teaching and learning practices on student learning and achievement.