

Maidavale State School

School review report

Acknowledgement of Country



The Department of Education acknowledges the Traditional Owners of the lands across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscarlot Media (IM) in 2022.

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.

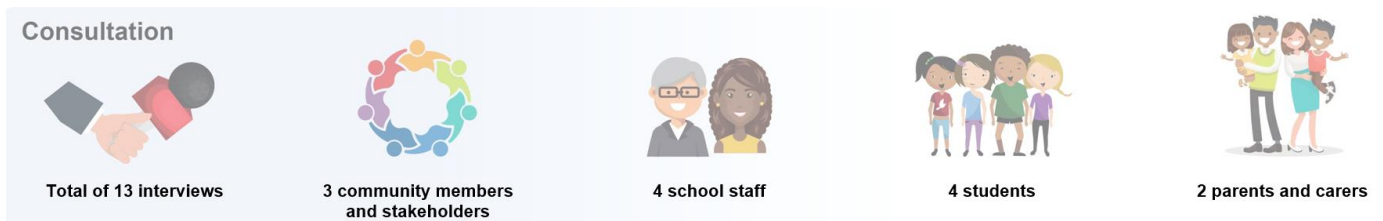
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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



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.

2.3 Improvement strategies summary

<p><i>Domain 1: An explicit improvement agenda</i></p> <p>Collaboratively develop an improvement agenda informed by Equity and Excellence priority support measures to drive a sharp and narrow EIA.</p> <p>Establish measurable student improvement targets and associated success milestones to enable staff to systematically monitor and evaluate the impact of the improvement agenda.</p>
<p><i>Domain 2: Analysis and discussion of data</i></p> <p>Create formal opportunities for professional learning, including the moderation of student work, to increase staff capability in analysing, disaggregating and interpreting student data.</p> <p>Develop a data plan aligned to the EIA to enable staff to collect, analyse and discuss a range of relevant student data.</p>
<p><i>Domain 3: A culture that promotes learning</i></p> <p>Collaboratively develop, routines, procedures and expectations to facilitate consistent behaviour recognition and support expectations and processes.</p> <p>Strengthen staff capability to effectively support student behaviour to ensure the positive learning environment is maintained.</p>
<p><i>Domain 4: Targeted use of school resources</i></p> <p>Investigate opportunities to support release of all teaching staff to provide them the opportunity to visit cluster schools to watch others work and build their capability.</p>
<p><i>Domain 5: An expert teaching team</i></p> <p>Develop opportunities for all staff to engage in professional learning, including mentoring, observation, and feedback, to enhance their capability to deliver effective teaching.</p> <p>Develop processes for all staff to engage in the full cycle of the Annual Performance Development Plan (APDP) process to support their capability development in line with school priorities.</p> <p>Develop a formal induction process for incoming staff to ensure they are aware of roles, key responsibilities, and agreed accountabilities and processes.</p>
<p><i>Domain 6: Systematic curriculum delivery</i></p> <p>Collaboratively create a whole-school CARP that meets the requirements of the P-12 CARF to support teacher clarity and confidence regarding what to teach.</p> <p>Develop opportunities for teachers to discuss and co-plan curriculum with other schools and regional staff to support ongoing curriculum revision and refinement.</p> <p>Develop processes to monitor and evaluate the implementation of the AC to support the alignment of teachers' planning and enactment.</p>
<p><i>Domain 7: Differentiated teaching and learning</i></p> <p>Develop opportunities to enhance staff capability to monitor and evaluate the impact of their differentiated teaching and learning practices on student learning and achievement.</p> <p>Build staff capability in using OneSchool support provisions to ensure reasonable adjustments of are captured, and to provide an ongoing record of differentiation strategies for all staff to access.</p>
<p><i>Domain 8: Effective pedagogical practices</i></p> <p>Create opportunities for staff to engage in professional learning, including moderation, to foster a shared understanding of evidence-informed pedagogical decision-making.</p> <p>Develop processes for staff to collaboratively discuss pedagogical approaches, practices and teaching strategies to support them to build a common language.</p>
<p><i>Domain 9: School-community partnerships</i></p> <p>Review the Parent and Community Engagement (PaCE) framework to facilitate effective and respectful 2-way communication and shared decision-making.</p> <p>Strengthen relationship with local Kindergartens to capture potential enrolments and to ensure an effective transition for all children.</p>

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The principal articulates that respect for staff, students, families and the community is a school priority for 2023. They express that equity, people receiving a fresh start, school community mental health and wellbeing are also important.

The newly appointed principal explains that a lack of consistent leadership has led to difficulty unpacking the strategic plan. The principal, staff and community describe recent changes with enrolments and staffing. Enrolment data indicates an enrolment growth from 1 to 5 students this year. Staff movements and multiple acting principals are identified as having contributed to a loss of strategic direction prior to the appointment of the principal.

The principal articulates this year started by collaborating with staff about what they want a student to 'be as they walk out the school gates after being educated at Maidavale State School'. From this, they express it was agreed 'the whole child is the improvement agenda'. The principal and staff identify the improvement agenda involves collaboratively supporting students to develop strategies, skills, knowledge and abilities to solve problems, be resilient, take risks, be caring, grateful, thankful, purposeful, and educated, and function in the world and make it a tolerant, friendlier, and a better place to live. An improvement agenda founded on systematic achievement data is yet to be developed.

The principal presents a 2023 Annual Implementation Plan (AIP) that was developed by a previous principal. Included in the AIP is a broad Explicit Improvement Agenda (EIA) of 'Cluster based moderation'. Collaboratively developed, measurable student outcomes and success milestones for staff to monitor, respond to and determine the impact of the improvement agenda with precision and focus are yet to be developed.

The principal expresses they are starting to build understanding, commitment and ownership amongst staff to enact some of the improvement priorities. They articulate to regional staff that the main improvement focus has been coming together as a team and heading in one direction with their commitment/ethos of improving mental health, and increasing playgroup numbers and student enrolments. Some staff meetings are now focused on providing clarity for staff regarding the various actions of the improvement agenda.

The principal identifies a need to address and improve the conditions of the school grounds with a sense of urgency. Staff, parents and students acknowledge the effort of the principal to commence this work.

The principal, staff and students articulate the small school cluster is an important partnership for planning, moderation, curriculum days, and sporting and cultural events. They express these are great opportunities for students to come together and form friendships in readiness for transition to high school. It is also an opportunity to develop parent and collegial partnerships with other school community members.

Improvement strategies

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

Establish measurable student improvement targets and associated success milestones to enable staff to systematically monitor and evaluate the impact of the improvement agenda.

3.2 Analysis and discussion of data

Findings

The principal articulates data is shared with parents and the community in varying formats. They express there is regular communication regarding growing enrolment data, playgroup attendance, students' displays of leadership skills, examples of caring, risk-taking, and confidence. The principal and staff describe how these are things they love to share, as it makes them proud and fills their hearts and minds with joy.

Teaching staff use some class data to identify starting points for teaching and to monitor student learning progress. The principal and staff articulate Structured Synthetic Phonics (SSP) is used as 'living breathing data', with placement and monitoring tests being undertaken at the beginning and end of terms. Students' progress is reviewed weekly and adjustments made to delivery and to suit students' needs.

The principal articulates there are some informal student data discussions in some staff meetings. The principal and some staff elaborate that during collaborative planning days there are some discussions regarding pedagogy and differentiation strategies through moderation of student work. They outline that assessments are sometimes reviewed and monitored, and student portfolios of assessment are used to determine on-balance Level of Achievement (LOA) judgements. Structured and formalised data discussions that inform classroom practice and strengthen the culture of co-planning and co-teaching are emerging. Staff convey varying levels of confidence in analysing student achievement data.

The principal presents a data collection plan listing multiple assessments with some alignment to the AIP/EIA. These tasks relate to student achievement, wellbeing and engagement. Some staff are unaware of the data plan, and the manner in which staff use the plan to maintain consistent and updated data on student outcomes varies.

The principal articulates discussions have been initiated with staff to review and evaluate existing data processes. It is recognised by staff that further work regarding current data processes and the size of the data plan will need to be undertaken to ensure continuous and consistent data analysis practices.

The principal articulates there were no students eligible to participate in National Assessment Program – Literacy and Numeracy (NAPLAN) and the School Opinion Survey (SOS) this year. Additionally, no parent SOS data was received this year. The principal expresses that when they receive verbal feedback from students, parents and the community, they analyse what has been working, and identify what to do next and what makes their 'hearts feel happy'. They elaborate daily discussions with parents, carers and staff are the best data collection methods to establish where students and families are at, and identify what interventions and initiatives and changes need to be made at the school. They recognise a need to record these conversations on OneSchool.

The principal articulates the growth they have witnessed in students' social and 'emotional self-awareness' since outdoor play has been introduced is heart-warming. Staff express they 'see the ripple effects' in the classroom through students' independence, organisation, initiative, caring, acceptance and understanding.

Improvement strategies

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

Develop a data plan aligned to the EIA to enable staff to collect, analyse and discuss a range of relevant student data.

3.3 A culture that promotes learning

Findings

Students, staff and parents express they are proud of their school and speak positively of the mutually respectful relationships and communication that exists. Students articulate they are confident in approaching the principal, teachers or other staff for assistance with their learning or wellbeing. Parents indicate that the principal and staff are approachable, and that any communication is managed in a prompt, efficient and respectful manner.

The principal and staff articulate the social environment is warm, positive and inviting for all members of the community. Staff work to promote learning for students, and teachers express the belief that all students are able to be successful learners. The school values of '*I am Safe, I am Respectful I am a Learner, I am Responsible*' are well-known across the school community and are visually supported in classrooms and throughout the grounds with posters and displays.

The 2020–2023 Student Code of Conduct outlines the expectations of students, staff and parents. Language such as 'Maidavale Magic' and 'What's your Super Power?' are used to promote the school and encourage positive student behaviour. Staff use sticker charts and posters relating to the Zones of Regulation¹ in the classroom.

Staff express high expectations for every student and articulate a strong understanding of students' learning needs. They explain that barriers to student learning should be addressed, and articulate an imperative to ensure every student is understood and provided a safe and inclusive learning environment.

Some school rules are displayed in the classroom. Students discuss the positive behaviour of their peers and note that there is no bullying at the school. The principal and staff explain that due to the ongoing positive behaviour of students, no formal behaviour support processes have been implemented. They recognise a need to maintain the positive school culture and high levels of student behaviour by collaboratively developing explicit and clear expectations for learning and engagement and ensuring staff are upskilled in effective behaviour support strategies.

Staff speak highly of the culture of mutual trust and collegiality within the team and discuss continuous interactions that focus on the wellbeing of students and on continually improving staff ability to address student needs. Parents affirm that the principal and staff members present as positive and happy in their interactions.

All staff articulate they are committed to the school succeeding and growing. Enrolments have increased in 2023 from 1 to 5 students and all staff express they are determined to provide a supportive and engaging environment to continue the increasing enrolment trajectory.

Learning environments are well-maintained. Classrooms are bright, engaging and organised. The outdoor spaces have been modified to expand options for outdoor play, with more improvements planned. Student learning and achievements are celebrated and promoted on social media.

Improvement strategies

Collaboratively develop, routines, procedures and expectations to facilitate consistent behaviour recognition and support expectations and processes.

Strengthen staff capability to effectively support student behaviour to ensure the positive learning environment is maintained.

¹ Kuypers, L. M. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. Think Social Publishing.

3.4 Targeted use of school resources

Findings

The principal and staff highlight the importance of understanding, addressing and resourcing the learning and wellbeing needs of all students. They intend to increase the guidance officer allocation next year and have requested Professional Development (PD) from the regional team to build staff capability to differentiate teaching and learning. The principal articulates timetabling and the delivery of the curriculum is continuously monitored and changed to better address student needs.

The principal and teachers express that teacher aides are highly valued by the school community. Teacher aides speak proudly of their role in assisting the teaching and learning process. The Business Manager (BM) explains that funding is primarily used to support the ongoing allocation of teacher aides. The principal speaks of the innovative use of teacher aide time to ensure that a full-time teacher aide is available to support students every day.

Teacher aides discuss their timetable being flexible to support the needs of students, and explain that they participate in explicit lessons alongside the teacher before moving into rotational activities that directly relate to the lesson or concept being taught. Some staff express a desire for some of this time to be used in the future to build capability through a Watching Others Work (WOW) process.

The principal articulates PD in play pedagogy and iPad use in the classroom is attended by some staff and then shared with other staff members. Purchasing Teacher Relief Scheme (TRS) has allowed training in the RESPECT program.

In their budgeting, the principal and the BM provide for a teacher aide and a variety of learning spaces and resources to deliver an engaging playgroup program, which they indicate is an effective tool for community engagement and increasing enrolments.

External agencies have been used for coaching, maintenance, PD and grounds improvements. Grants have been applied for, and the funds received used to improve the school.

The principal discusses the challenge of accessing specialist regional support to build staff capability. They further describe accessing specialist teaching and support staff from outside the cluster, including sports coaches and swimming instructors. Some internal and external staff express a desire to explore options with other cluster schools to share specialist resources to support teaching and learning. The principal articulates systems are in place for cluster case-management with the Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), Speech Language Pathologist (SLP) and guidance officer.

The principal and staff speak of a consistent approach to the teaching of reading. This has been resourced with readers and human resources. There is an intentional and purposeful allocation of resources regarding synthetic phonics and decodable readers in preparation for implementing the Australian Curriculum Version 9 (AC V9) English.

The school presents as an attractive environment in which to work and learn. Classrooms are inviting learning spaces with samples of student work and artefacts relating to current curriculum units on display. The school has a number of outdoor learning spaces that align to the school values, including 'loose parts play' and a bike track, which provide environmental learning opportunities. Staff speak of their access to quality resources and the impact this has on students.

Improvement strategies

Investigate opportunities to support release of all teaching staff to provide them the opportunity to visit cluster schools to watch others work and build their capability.

3.5 An expert teaching team

Findings

The principal articulates staff are self-motivated and committed to improving their practice and capability. Staff have participated in numerous professional learning opportunities including Crossing Cultures, Promoting Literacy Development² (PLD) synthetic phonics, and loose parts and outdoor play.

There has been a high turnover of staff and leadership over the last 4 years. Some staff have commenced in the last 12 months and some have been at the school for many years. They speak of a need for a formalised induction process to support understanding of school expectations, roles and responsibilities, and practices. Some staff have participated in the Annual Performance Development Plan (APDP) process.

The principal and staff have led PD within the school. The principal articulates all staff are included in unpacking units of work and some phases of moderation at the school level to discuss pedagogy and differentiation for individual students.

Some staff recognise there is an opportunity to increase their capability to deliver the Australian Curriculum (AC) and provide the best learning experiences for their students through mentoring, observation and feedback. They articulate welcoming the principal into their lessons for collegial opportunities to receive feedback to support their professional growth. A formally agreed process of coaching, mentoring, observation and feedback to enhance teaching practices is yet to be developed.

Staff, including teacher aides and ancillary staff, are involved in regular weekly staff meetings led by the principal. School priorities, organisational matters, events and activities are discussed by all, thus building a culture of teamwork and strong communication. An outline of the Term 4 staff meeting schedule was provided by the principal. Weekly staff updates include thanks and appreciation, upcoming dates to note, and capability-building articles.

The principal recognises there may be opportunities to moderate student work with other schools. They acknowledge these partnerships could provide opportunities to build collegial networks to further develop their capability in understanding and delivering the AC.

Staff, parents and students articulate that teacher aides are dedicated, professional and eager to improve student outcomes. Teacher aides have undertaken SSP professional learning and are willing to build understanding of 'loose parts' and outdoor nature play practices.

Staff speak positively of the support they receive from their colleagues in building their teaching expertise. They articulate the importance of building sustainable and effective professional learning processes to enhance the teaching team.

Improvement strategies

Develop opportunities for all staff to engage in professional learning, including mentoring, observation, and feedback, to enhance their capability to deliver effective teaching.

Develop processes for all staff to engage in the full cycle of the APDP process to support their capability development in line with school priorities.

Develop a formal induction process for incoming staff to ensure they are aware of roles, key responsibilities, and agreed accountabilities and processes.

² PLD. (2020). *Resources to improve literacy levels within primary schools*. <https://pld-literacy.org/>

3.6 Systematic curriculum delivery

Findings

The principal articulates they support teachers during planning sessions to localise unit planning to engage students in learning. They communicate that the whole-school curriculum plan is on G drive and there is a paper copy in the office. Monthly newsletters and termly parent information afternoons inform parents and carers of the planned curriculum for each subject. Parent requests for term breakdowns and weekly plans for English are also met.

The curriculum plan presented by the principal is aligned to Version 8.4 of the AC. The principal and staff articulate they use the Curriculum into the Classroom (C2C) P-6 Curriculum Planning Model (P-6CPM) and 'straight' C2C units to support coverage of the AC.

Staff deliver a whole-school curriculum with some documentation established. A 2023 curriculum and assessment plan lists units and assessment tasks in each learning area for each year level. Level 1 planning is included in the curriculum plan via curriculum provisioning for all learning areas, except Languages which is delivered via distance education. Year level overviews are documented in the curriculum plan; achievement standard mapping is yet to be included in the curriculum plan presented. A whole-school Curriculum, Assessment and Reporting Plan (CARP) aligned to the P-12 CARF is yet to be developed.

The staff use Version 8.4 English units aligned to the Burdekin Small Schools Cluster Planning Model. The principal intends to implement the AC V9 for English in 2024. They articulate there are varied intentions from the other cluster schools regarding the timing of AC V9 implementation. The principal expresses a desire for school staff to co-plan the AC V9 English with other schools. If this doesn't eventuate, the principal and staff will plan internally. Processes to monitor and evaluate this future work are yet to be considered.

The principal understands the importance of line of sight into the classroom and has expressed a need to monitor that planned curriculum experiences are implemented. The principal further supports alignment of curriculum by engaging staff in external moderation with the Sarina schools cluster, with a focus on the End juncture of moderation.

Teachers and teacher aides support student literacy and numeracy development through the provision of reading and Mathematics groups. Students in Prep to Year 2 use The Literacy Collective for spelling, phonological awareness and writing activities. In Years 3 to 6, students access Reading Eggs spelling activities. Alignment to the AC is yet to be developed.

Learning walls are displayed in classrooms, providing students with curriculum content to assist them with learning in several learning areas.

Improvement strategies

Collaboratively create a whole-school CARP that meets the requirements of the 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.

Develop processes to monitor and evaluate the implementation of the AC to support the alignment of teachers' planning and enactment.

3.7 Differentiated teaching and learning

Findings

The principal and staff express they understand each student has unique circumstances and their needs should be addressed through a tailored approach. They discuss how they provide individualised learning and adjust their teaching strategies to suit each learner. Staff convey knowledge of each student's social and emotional status as a key component in assisting them to access the curriculum at a level and pace at which they can be successful.

SSP is one strategy the principal and staff provide for targeted support for reading development. Reading lessons are structured using SSP data, allowing students to work at their ability levels. Staff speak optimistically of the impact SSP is having on student reading achievement, and express a desire for further opportunities to engage in SSP professional learning.

The principal articulates the teaching team is working on the 'cutting edge of student learning', with individual targets and learning goals for each student and their interests and motivations constantly monitored and managed. They suggest students are intrinsically motivated to learn and their families are supportive. Some students are able to recall their learning goals.

Staff express they differentiate teaching and learning with some adjustments recorded on the daily timetable. Some staff express enthusiasm for PD to effectively incorporate reasonable adjustments to teaching and learning for students to access and progress through the curriculum.

Student profiles that document strengths, challenges and functional impacts of learning are yet to be created. Staff ability to determine, implement and record adjustments and differentiate learning opportunities is variable. The principal and staff acknowledge that accessing specialist support staff would be beneficial in building staff capability to monitor and evaluate the impact of their teaching and to formally record reasonable adjustments.

Staff identify a range of pedagogical approaches they use in their classrooms to deliver the curriculum, including Explicit Instruction (EI), Gradual Release of Responsibility (GRR), problem-solving and nature play. Some staff describe using formative and diagnostic assessments to determine starting points for teaching groups and individual students. The principal and staff recognise the importance of continually building teacher capability to interpret and use data to determine pedagogical approaches to engage the range of students and differentiate teaching and learning.

Parents describe feeling well-informed of their child's progress and are provided with regular feedback and meetings regarding their child's learning. They express appreciation for open discussions with staff members regarding any issues.

Improvement strategies

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

Build staff capability in using OneSchool support provisions to ensure reasonable adjustments of are captured, and to provide an ongoing record of differentiation strategies for all staff to access.

3.8 Effective pedagogical practices

Findings

The principal articulates that highly effective teaching delivers the outcomes to improve students' learning. They identify that self-reflection of practice, observation and feedback, and keeping abreast of researched-informed teaching practices and applying them in the classroom is important.

The principal and staff articulate their use of pedagogical practices with some commonality in the classroom with the use of GRR and 'I do, We do, You do'. Some staff identify that lesson criteria, think alouds, 'We are learning to' (WALT) and 'What I'm looking for' (WILF), and 'know and dos' are also used in teaching and learning.

The principal expresses that the introduction of outdoor nature play and loose parts play this year provides opportunities to engage students in problem-solving activities. The principal articulates co-constructed learning walls have been established in the classroom, and students engage with these walls to assist with their learning and to 'find out how and where they are going with their learning'.

Some artefacts are displayed in the classroom to support these pedagogies, practices and strategies.

Staff articulate there are many pedagogies, practices and strategies employed in the teaching and learning process. Some staff express a desire to engage in the moderation of student work and professional learning to develop a shared understanding of evidence-informed pedagogical decision-making. They recognise the importance of developing a common language with which to discuss pedagogical approaches, practices and teaching strategies.

Staff acknowledge that a consistent school-wide approach to delivering high-impact pedagogical practices is yet to be established. The principal expresses an awareness of the approaches implemented and of staff members' varying confidence and capability in using different pedagogical practices in different learning areas to meet students' needs. Some internal and external staff acknowledge that further work is required to unpack different pedagogical approaches, practices and strategies to determine 'best fit' to successfully deliver the AC within the school's context.

Some staff share they use additional scaffolding and some tiered question techniques to differentiate for students. Students comment that their teachers care about them and help them to improve through feedback. Parents articulate that the principal has high expectations for their child's engagement and wellbeing.

Improvement strategies

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

Develop processes for staff to collaboratively discuss pedagogical approaches, practices and teaching strategies to support them to build a common language.

3.9 School-community partnerships

Findings

The principal articulates that community partnerships are strong because they treat everyone equally, fairly and with respect, and they communicate openly, genuinely and with a sense of care and compassion. The principal indicates they receive positive verbal feedback from visitors and parents on the 'great vibe' and atmosphere at the school. The principal and staff identify they actively engage with the wider community to ensure students are provided with as many learning opportunities as possible.

Some staff express a desire to review the Parent and Community Engagement (PaCE) framework to facilitate effective and respectful 2-way communication and shared decision-making.

The Maidavale Munchkins playgroup is facilitated by a staff member and has grown in 2023 from 0 to 8 families now regularly participating. The principal outlines that families travel from other towns to attend the playgroup. They describe the playgroup as a vehicle to assist positive transitions into Kindergarten, day care and Prep. The principal identifies strengthening relationships with local Kindergartens may help to increase Prep enrolments and facilitate positive transitions for young children into Prep.

The principal articulates there is currently no Parents and Citizens' Association (P&C), and conveys a commitment to establishing one as soon as it is viable.

The principal identifies the small school cluster is an important partnership for planning, moderation, curriculum days, and sporting and cultural events. They express it's a positive opportunity for students to come together and form friendships in readiness for transition to high school. It is also an opportunity to develop parent and collegial partnerships with other school community members.

Staff members are proactive ensuring student achievements are celebrated and promoted on social media. Newsletters, emails, text messages and Facebook are used to communicate with parents and the wider community.

Community members speak highly of the communication and responsiveness of the principal and staff and the behaviour of the students. The 'Giving back to the community' initiative is established and is an effective method to promote the school in the local community. Students participate in incursions, excursions, cluster sports days a variety of community events and festivals. The school also hosts an annual Under 8's Day.

Improvement strategies

Review the PaCE framework to facilitate effective and respectful 2-way communication and shared decision-making.

Strengthen relationship with local Kindergartens to capture potential enrolments and to ensure an effective transition for all children.

ICSEA	Total Students 4	First Nations Students 1	Students With Disability 1	OoHC Students 0	School Maidavale State School
-------	----------------------------	------------------------------------	--------------------------------------	---------------------------	----------------------------------

Student Performance

Actual Relative

Governance

