

Mount Whitestone State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Mount Whitestone State School** from **22 to 23 August 2022**.

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 implement 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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Keith Graham

Internal reviewer, SRR (review chair)

Karena Loomes

Peer reviewer



1.2 School context

Indigenous land name:	Yuggera Ugarapul
Location:	Gatton-Clifton Road, Mount Whitestone
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	8
Indigenous enrolment percentage:	Nil
Students with disability percentage:	Nil
Index of Community Socio-Educational Advantage (ICSEA) value:	999
Year principal appointed:	2019



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), two teachers, teacher aide, school cleaner, schools officer, 6 students and 6 parents.

Community and business groups:

- Community volunteer and three Parents and Citizens' Association (P&C) executive members.

Partner schools and other educational providers:

- Principal Tent Hill State School and principal Mt Sylvia State School.

Government and departmental representatives:

- State Member for Lockyer and ARD.



2. Executive summary

2.1 Key findings

A team approach to teaching and learning is adopted by the school.

There is a strong culture of professionalism and collegiality amongst staff. Staff are valued and there is an obvious sense of trust and openness amongst the team. Feedback is welcomed and staff are willing to learn and improve their capacity to support all students. A culture of collaboration and teamwork is apparent. The small size of the school and small number of staff, in conjunction with the shared open learning space, facilitates many opportunities for staff to work together and learn from each other. All staff are included in Professional Development (PD) sessions and are equally valued as part of the greater teaching team.

The school presents as a positive and caring learning environment.

Students, staff and parents speak positively of the school and value its friendly culture, where every child is made to feel welcome. Community members and parents speak positively regarding the tone and the way the school is friendly and supportive of students and families. The small school environment recognises generational links with the community with past students returning for volunteering or employment. Several past students have their own child attending the school. Parents speak highly of the approachability of the principal and staff.

The principal promotes a consistent approach to curriculum delivery and planning across the school.

A documented plan for curriculum delivery includes year level and term plans. This plan identifies the details of what and when teachers are to teach and what and when students should learn across all subject areas. The regional template is currently used for the three levels of curriculum planning. A broader plan that outlines the progression of learning from year to year and ensures students in the multi-age setting receive the Australian Curriculum (AC) year level expectations without omissions or repetition, in addition to adequate time allocations for subjects, is yet to be developed.

Expert teachers play a critical role in lifting student performance.

Staff members have a wealth of expertise and experience and display confidence in undertaking their roles. Staff knowledge and understanding of the AC varies and collaborative planning sessions are designed to continue to develop curriculum knowledge. The principal is preparing for the implementation of the latest version of the AC and recognises the need to continue to build teacher knowledge, understanding and engagement with the AC as the school continues its curriculum development journey.



A clear and explicit improvement agenda to guide school improvement over time has been developed by the principal, in collaboration with staff.

Staff are committed to all students achieving their potential. The Annual Implementation Plan (AIP) lists strategies and actions for the priority improvement areas with accompanying targets and outcomes. These targets are listed in qualitative terms. The AIP does not list specific quantitative student outcome improvement targets. Staff understand the Explicit Improvement Agenda (EIA) and articulate reading as the school's improvement focus. Explicit targets for improvement to assist tracking the impact of curriculum initiatives and quantifiably measure student gains are yet to be fully embedded.

Staff members and the principal have clear expectations of themselves and their students in relation to effective teaching and learning.

The principal and staff endeavour to create a multi-age learning environment which is engaging and challenging for every student. A walkthrough template is developed to support classroom teaching practice and student learning and used as a basis for classroom observation and feedback. This process aims to provide clarity for teachers and quality assure the curriculum to check that the intended curriculum is the enacted curriculum. A whole-school coaching, mentoring, observation and feedback model for all staff focused on embedding consistent teaching practices and enhancing teachers' effectiveness in agreed pedagogical approaches is yet to be established.

All students have reading goals displayed prominently within the classroom.

Students are able to identify and discuss their reading goals and are proud of their progress. Student attainment towards these goals is monitored and displayed on personalised reading goal charts. Writing goals have recently been introduced and implemented in a similar way. Students' familiarity with their writing goals is yet to be established. The principal acknowledges the need to refine the process of student goal setting in writing to ensure students are able to articulate their goals and identify strategies to improve their learning. The principal wishes to extend the goal setting process to other learning areas and develop consistent processes to set individual learning goals to allow students to monitor their own improvement and develop their assessment literacy.

The principal and staff members value the role parents and community members play in students' education.

The school seeks to build and cultivate partnerships which enhance learning for all students. The School Opinion Survey (SOS) data for 2021 reveals high levels of support for the school by parents and carers. Positioning itself as a community school, it shares facilities with community partners. The school strives to enhance opportunities for all students and develops partnerships to ensure their students receive equal opportunities as their larger school counterparts. Parents articulate that the principal is an effective communicator who works with, and believes in, the community.

**Staff know all of their students and their individual circumstances and stories.**

Student numbers are low, and this allows for a personalised and individualised approach to supporting students. Staff members use data to inform decision-making, student support and intervention. Staff monitor progress of individual students and adjust in response to achievement. Students speak positively in relation to their teachers and appreciate their effort to make lessons interesting. Students express that the work is engaging, meets their needs and they appreciate learning in small similarly aged groups. Students and parents convey staff are approachable and responsive to students' learning needs and parent feedback.



2.2 Key improvement strategies

Develop a whole of school curriculum plan, outlining the progression of learning from year to year, ensuring that students in the multi-age setting receive the AC year level expectations without omissions or repetition.

Create further opportunities which enable teachers to build on their knowledge, understanding and engagement with the AC.

Develop clear targets and measures of success, with milestones, to provide a quantifiable way of measuring the impact of the EIA on student learning outcomes.

Establish a whole-school coaching, mentoring, observation and feedback model for all staff, focused on embedding consistent teaching practices and enhancing teachers' effectiveness in agreed pedagogical approaches.

Refine the student goal setting process to ensure students are able to articulate their goals, identify strategies for improvement, monitor progress and develop their assessment literacy.