

Mount Crosby State 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 **Mount Crosby State School** from **23 to 25 October 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Joshua Seaniger	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Mount Crosby Road, Karana Downs
Education region:	Metropolitan Region
Year opened:	1882
Year levels:	Prep to Year 6
Enrolment:	660
Indigenous enrolment percentage:	3.7 per cent
Students with disability enrolment percentage:	3.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1056
Year principal appointed:	2017
Day 8 Staffing Teacher Full-time equivalent numbers:	49.76
Significant partner schools:	Karalee State School, Kenmore State High School
Significant community partnerships:	University of Southern Queensland (USQ), Rotary Club of Karana Downs, Commonwealth Scientific and Industrial Research Organisation (CSIRO) Professionals in Schools, University of Queensland (UQ) Hearing and Vision Screening, local day care centres, Kenmore Alliance – cluster schools, USQ, Queensland University of Technology (QUT) and UQ pre-service teachers
Significant school programs:	Parenting Skills Workshops, Bouncing Back Resiliency workshops for students, Science, Technology, Engineering and Mathematics (STEM), Year 5 Art Project – Rotary, International Competition and Assessment for Schools (ICAS), EcoMarines, Rainbow Rangers, chaplaincy



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Curriculum (HOC), Head of Special Education Services (HOSES), guidance officer, Support Teacher Literacy and Numeracy (STLaN), master teacher, two literacy coaches, two inclusion support teachers, 28 teachers, 11 teacher aides, chaplain, two administration officers, 14 students, Parents and Citizens' Association (P&C) president and community officer and 28 parents.

Community and business groups:

- Rotary Club of Karana Downs and Mount Crosby Crèche and Kindergarten (C&K).

Partner schools and other educational providers:

- Kenmore State High School and Ipswich State High School.

Government and departmental representatives:

- State Member for Moggill and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	School Data Profile (Semester 1, 2018)
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	EdStudio Curriculum Hub, Inclusive Practices
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	School newsletters and website, Facebook page
Report Card and NAPLAN Update Semester 1, 2018	School Opinion Survey



2. Executive summary

2.1 Key findings

The school is characterised by a positive and caring learning environment where respectful relationships between staff, students and parents are apparent and actively encouraged.

Staff members are student-focused and have a strong belief that all students are capable of successful learning. Parents and families are viewed as integral members of the school community, with the school staff and Parents and Citizens' Association (P&C) focused together on building strong communication channels and opportunities for parents to be part of their child's education.

Reading is the school's Explicit Improvement Agenda (EIA).

All staff members are able to identify this focus and articulate how they teach reading in their classrooms. Staff are able to identify the data they utilise to create reading groups and inform their teaching focus within the groups. Significant school resources are invested in supporting the school's reading program.

Staff members work collaboratively in their year level teams and are appreciative of the support and involvement in the classroom provided by members of the leadership team.

The school has developed strategies to foster a collegial professional learning community through collaborative curriculum development sessions, year level teams and opportunities for staff to participate in coaching and mentoring.

The leadership team is cognisant of the importance of establishing the next school improvement agenda.

The school leadership team acknowledges the importance of incorporating researched-based high-yield strategies within the new agenda whilst continuing to balance the focus on the existing school emphasis on reading. Expectations of staff and the pace of implementation to effect change are additional considerations.

A number of teams and key staff have responsibilities in developing and supporting the implementation of key actions outlined in the Annual Implementation Plan (AIP).

A review of the role, responsibility and accountabilities of teams and key staff members to determine their impact on and alignment with developing agendas is yet to be undertaken.

All staff members have a shared responsibility for student learning and success.

Staff members speak of the collegial and supportive working environment across all areas of the school. School leaders support and implement coaching, observation and feedback strategies to enhance teacher expertise. Consistency of processes aligned to these strategies is still developing.



Staff members are committed to improving the quality and effectiveness of systematic curriculum delivery.

Staff articulate that a change process, led by the leadership team, is currently being undertaken to assist classroom teachers to collaboratively plan and deliver the curriculum, and improve pedagogical practice, resulting in an increased focus towards a more effective systematic delivery of the curriculum. Teachers' levels of expertise in curriculum planning, assessment and moderation vary.

Teaching practices across the school are student-centred and reflect the belief that with appropriate support and adjustments all students can be successful learners.

Teachers across the school are able to articulate to varying degrees how they support students who are experiencing difficulties with their learning, make adjustments for students to access the curriculum and extend those that are reaching benchmarks and standards.

The school has well-established relationships, collaborations and partnerships with a wide range of community groups and organizations.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, other education institutions, local businesses and community organisations. Local community leaders support and speak highly of the school, recognising high levels of parent and community confidence.

Teachers share a commitment to developing the knowledge and skills required to improve student learning.

School leaders believe teacher expertise is central to improving student outcomes. The principal is driving a deliberate agenda to build the capability of all staff and to develop teacher leaders from within the school to support the school's EIA, curriculum implementation plan and pedagogical framework, the 'Mount Crosby Way'.



2.2 Key improvement strategies

Refine school strategies used to support the implementation of the school's reading agenda to inform the next explicit improvement priority with consideration for ongoing consolidation of past priorities.

Review the role, responsibility and accountabilities for teams and key staff members to effect the desired changes outlined in the strategic plan and EIA.

Plan regular scheduled opportunities for staff members to develop their teaching practice through modelling, peer and leader observations, coaching and feedback that promote collective responsibility for student learning and are aligned with the school's EIA and pedagogical model.

Strengthen the existing curriculum planning processes to further develop teacher understanding and implementation of the Australian Curriculum (AC).

Continue to build the capability of all staff to differentiate for the full range of students within their class including those students that are high performing and students with disability.